

McGill reporter

VOLUME 2 NUMBER 17 6 FEBRUARY 1970

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THE UNIVERSITY WITH ITS PANTS DOWN

by SAM BOSKEY

The recently published Final Report of the Tripartite Commission on the Nature of the University will be one of the more significant documents to come out of the McGill Information office this year. Future historians and a relatively small group at McGill today—those who had the perseverance to maintain some measure of enthusiasm throughout the 115 weeks since the commission was set up—may see the report as Old McGill's last official attempt to wrestle with its conscience.

Unfortunately, this Report—product of some of the university's most prestigious minds—has failed to answer any of the important questions asked of it. What's more, the Commission has even floundered on those questions which it asked itself. Anyone unfamiliar with McGill, its history and internal dynamics, or the present situation in Quebec, might think from reading the Report that all that was needed to make the university function perfectly was some reallocation of research financing. Ridiculous! Not that it matters very much, since much of the university has never heard of the Commission, or has by now forgotten its existence. The Report will probably only gather dust. In fact, the Report doesn't even bother to suggest how its recommendations might be implemented.

The Tripartite Commission was conceived in an attic on Peel Street on 5 November 1967, at the strategy meeting of the Students for a Democratic University, 36 hours before 300 students were to occupy the Administration Building. SDU, the leftwing activist group, decided to include the Commission in its list of demands to the administration; the demands and occupation protested the summoning of John Fekete and two *McGill Daily* editors to the Senate Committee on Student Discipline because of an article which appeared in the *Daily*.

The SDU had been raising basic questions about the nature of the university, and the administration had failed to respond. It was difficult, the students realised, for an institution to admit readily that it was making mistakes. To force the administration—now faced with rising student indignation—into discussions would fulfill two important SDU objectives. A commission would prove that the students exhibited good faith and were willing

to talk seriously about the issues; and it could also be used as part of an education program on campus. But SDU knew full well that nothing could come from such a commission, and none of the students who were active then will be surprised at the barrenness of the present Report.

Of course, the administration and the bulk of students and faculty refused to believe the activists, who said that a consensus among university groups regarding the nature and functions of the university was impossible. What the Commission has accomplished over two years is to prove that in fact this is so.

What, specifically, is lacking in the Report? In the first place, it says nothing definite about what changes are required in today's McGill. All its recommendations rely on murky concepts like "the attainment of human advancement" with which no one could possibly argue. The consensus presented to us certainly has a hollow ring to it. Is this the best the Commission could come up with after two years? Obviously, one of the major reasons for the shallowness is that there is no consensus at all. Only two of the five students originally sitting on the Commission stayed to the end. Three resigned in disgust—and even the two who stuck it out were exceedingly passive, that is, when they showed up.

A second and more important failure of the final Report is that it is far below the expectations of the Commission itself. Of the three areas which the Commission attempted to tackle, only one—*The University and Society*—survived. University government and curricula were sloughed off onto other committees. If the Commission had persevered in these two vital areas, perhaps it would have contributed some valuable jumping-off points for the groups formed to deal directly with government and curricula. Certainly the Joint Senate-Board Committee on the Continuing Review of University Government could use a boost.

Anyway, it is hard to believe that the Administration had any illusions about the role the Tripartite Commission could play. With the Administration Building crippled by occupying students, and a possibility of a student and/or faculty strike, the Commission seemed a good way out in November 1967. Not only did it postpone a real debate with the students but it reduced the boiling controversy, which had caused the Occupation, to the level of a secluded seminar.

When, on several occasions, the possibility

of an internal insurrection seemed eminent, the Tripartite Commission leaped to the rescue by asking the contesting groups to declare a moratorium on their actions until its final Report came out. For instance, the Board of Governors did not cut off the Students' Society's money in Spring 1968 because the final Report was to have outlined a new philosophy of university government. Of course, the Commission got nowhere near the university government. The equally vague Committee for the Continuing Review of University Government (which is now supposed to handle the matter) will probably not come out of hibernation until another crisis arises.

Unfortunately, even if one believed that the Commission was established out of sincere desire to effect change in the University, it became obvious long before the final Report was issued that the Commission condemned itself to failure. After several months of general discussion, including the touchy question of whether the Commission meetings would be open to the public, an Interim Report was published (in plush purple folders on embossed paper). It was given a large distribution. A one-page apologia explained that there was a crisis at McGill but the Commission members' position papers in the interim would help to sort things out. The position papers were varied according to authorship. Maxwell Cohen, sounding like Stanley Frost's alter ego, gave an excellent justification for the continued chauvinist policies of an English McGill. Jeff Marvin wrote on the role of technology in learning. Ansom McKim wrote on the social effects of the university. There was little else in the Interim Report. Meanwhile the meetings went on regularly, weekly, biweekly, for hour after hour. The audience dwindled to one or two. The discussions were fascinating but who cared? The commissioners got to know each other and even called each other dirty names. Finally the Chancellor issued his version of what the Report should be. Even the reactionaries on the Commission were disturbed by its blandness. (Significant progression: this draft was bound in plastic on plain paper. The final Report is on *McGill Reporter* newsprint.)

Actually, the most important contribution of the Commission involved a list of basic

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assumptions on the nature of the university submitted by Sam Noumoff. It had taken a month to convince the Principal and others that the existence of the university implied acceptance of definite values, that it is not a value-free institution. The Noumoff Principles, though slightly watered down by the Commission, provide a blueprint for a university which is necessarily very different from the McGill of today. The university is critical, radical, subversive, challenging. Amazingly, Robertson, Ross, and Oliver swallowed it, whole. The assumptions, which appear in the final Report, were basic to an understanding of what the university's role had to be. Long discussion persuaded even the top administrators that this was necessary. Yet Noumoff forgot to add that the acceptance of these principles implied the decency to act by them. Suddenly the administration changed its mind. Stan Gray had just been informed by Commission member Robertson that proceedings were being instituted to fire him. Other Commission members pointed out to the Principal that he had just agreed to the principles under which Gray had acted. An emergency meeting was called to discuss the issue, which threatened to bring about the disharmony they so vehemently abhorred.

That's when the Administration killed the Commission. Robertson did not show up. Oliver and Ross walked out of the meeting, refusing to discuss the issue. With a legal quorum still present, the Tripartite Commission on the Nature of the University requested the Principal to withdraw his charges against Gray. He ignored this gutsy advice and the Commission backed off rather than stand up to its views. Students' Council pulled off its representatives, claiming no consensus was possible. It was obvious the Principal held no respect for the Commission. The other Commission members, disillusioned by this turn of events, put together what was left of the pieces and came up with the final Report. David Ticoll and Bob Hajaly refused to endorse it. Noumoff endorsed it but with severe reservations. After all, the Principal had shown contempt for his Principles. The text of the Report itself is uninspiring, and is a poor showing for the amount of time, money, effort and intelligence that went into the Commission. Even what it says is insignificant compared to what it omits.

Students, the Report claims, attack the university because it is the part of society that they are most directly concerned with. Stating

that students want a change in both the social goals and the internal organization of the university, the Report makes no further mention of the latter. The goals outlined by the report exist in a vacuum. Changes in University government, cited by the Report as recently having taken place, are mostly minimal or irrelevant. Re-organization of Senate is a well-known token measure toward students, while the Instructional Communications Centre is concerned with form and not content. Fundamental change is still being awaited. For two years they told us: 'Wait for the Commission Report.' Discussions on the nature of the university centered around the theme "How is the University to search for truth in *our kind of society?*" [emphasis mine]. Discussion took place in a vacuum and the Report is little better.

No mention is made of the role of an English university in a French province. The Report seems unconscious of the special political role that McGill plays, has played, or will have to play if it is to continue to exist. Though the Commissioners realised that the search for truth in a society such as ours might be different from the search in another society, there is no clue at all as to what makes for "human advancement." How does one deal with issues such as Chaudhuri, the Management Faculty, radical sociology, the split in the Arts and Science faculty, etc.?

The only extensive research into university problems was done by student member David Ticoll, whose index of war research at McGill and whose brilliant paper on the political role of McGill have not been published by the administration, nor are they mentioned in the Report. Rather, the Commission asks itself how the independence of corporations can be preserved in their dealings with the university. The only section of the Report which is fairly comprehensive deals with research, wherein recommendations of a practical nature are made. In defining research areas, however, the Commission suggests a complete independence from any social imperatives, leaving it to a disinterested academic community to decide what is or is not important for the rest of society. Recommendations for science research policy stress the social consequences of the research, while for the humanities only more money was con-

sidered necessary, apparently disregarding the social consequences. Competence in an area beneficial to human advancement is mentioned as a criterion for hiring faculty. But since the attainment of human advancement is never defined, what does "competence" mean? Statements like this only leave everything hanging and give no direction whatsoever.

In the final analysis nothing is likely to come of this Report. It is not official policy. Its assumptions and recommendations are not likely to be accepted by any of the governing bodies—Board of Governors, Senate, MAUT, or even the Students' Society. Several of the Commissioners are no longer at McGill: one has died, Ross is no longer Chancellor, and Robertson will soon not be Principal. Very few people will personally feel strong enough about the Report to lobby for it. Senate has often contradicted the assumptions in the Report, and nobody feels bound to accept Noumoff's Principles now. They didn't when he was on Senate. Yet Noumoff's Principles remain the most important result of the Commission; they should form the basis of future change at McGill.

The Commission Report should not be condemned offhand by student activists as simply another ideological bit of bourgeois propaganda, for it is of greater significance that. The Commission carried the best intentions of most of McGill with it when it set sail—then it sank, taking much goodwill down with it. No one can talk anymore of McGill as a community of scholars—that there is no consensus, and that the Commission has shown this openly, is a sign of things to come.

When thorough repressiveness settles on McGill, Noumoff's Principles will be forgotten and so will the Tripartite Commission. Stanley Gray's pulling his pants down on lower campus and singing "Hail, Alma Mater" would have done as much to bring about consensus on the nature and role of the university. But in effect it is the same thing. The Commission and its Report have shown that the supporters of consensus theory have been caught with *their* pants down. In public. Such a spectacle is not easily forgotten.

Mr. Boskey is a fourth year student in Political Science. The *McGill Reporter* will be pleased to publish other comments on the Final Report of the Tripartite Commission.

THE PARTS LEFT OUT

by HARRY E. THOMAS

Over the past few months persistent rumours have circulated around the McGill campus concerning the existence of a highly revolutionary but brilliantly conceived approach to the University's future development. Up to now little credence has been given to such a notion, but this week exceptionally reliable sources have confirmed that a document fitting this description does indeed exist.

According to these informants, this rather thick brief rests in a closely-guarded vault in an as yet undisclosed campus basement. Apparently, it contains such amazingly original ideas about higher education that a "responsible authority," acting in the best interests of

the University, decreed that it should be safely hidden away until such time as society has achieved sufficient maturity to deal with it.

The seemingly subversive statement was written by several of McGill's best minds and was submitted to the University after two years of intensive discussion and soul-searching. They met in great secrecy and reportedly escaped notice by adopting the cover of several of Senate's more obscure committees over the two-year period.

So far, efforts to ascertain details about the specific content of the mysterious report have met with little success. Responses from senior university officials to enquiries about the nature

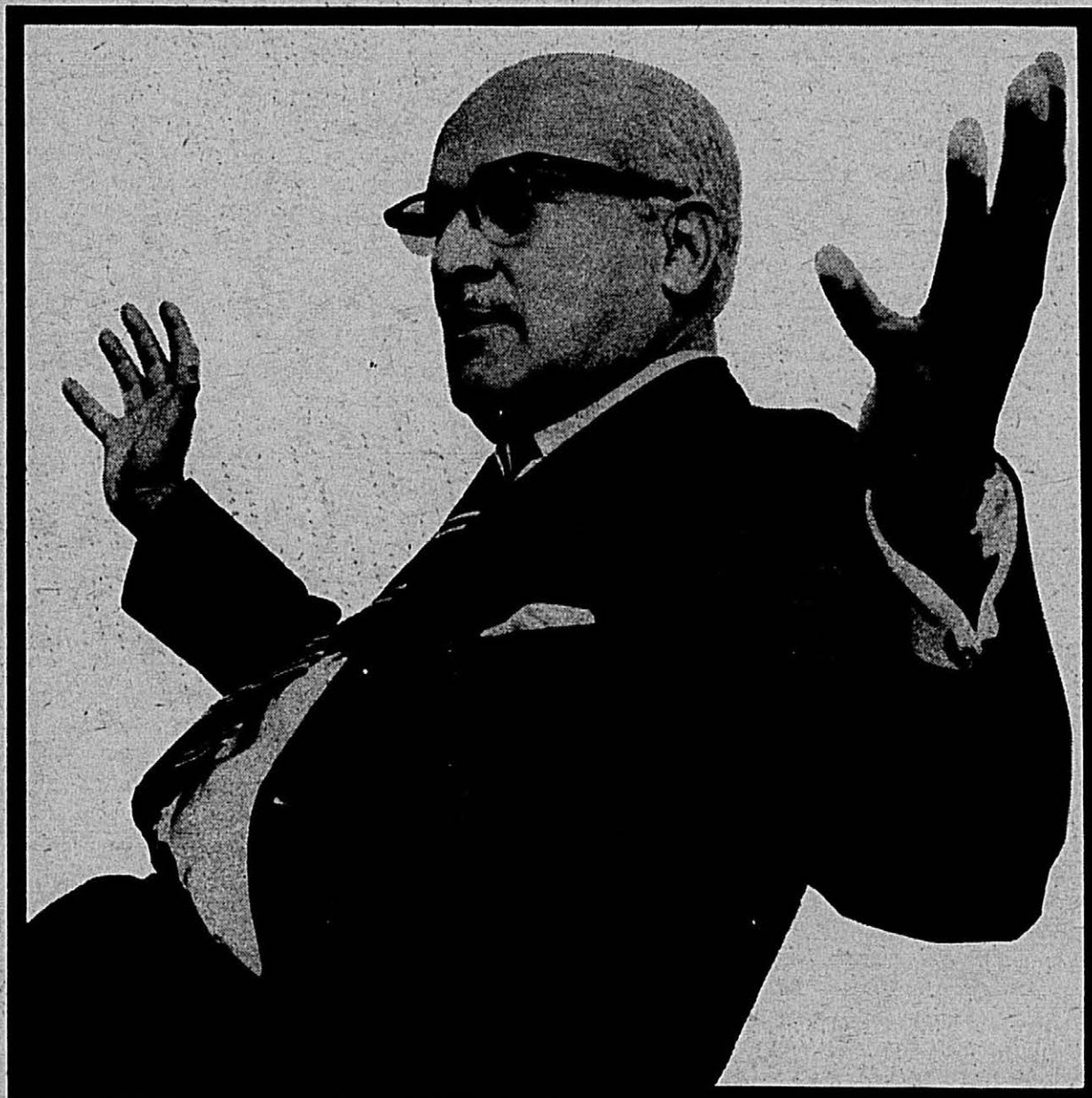
of the document's message have ranged from outright denials to "no comment."

The only clue uncovered up to press time was a tiny scrap of note paper which had the words "abolish Arts and Science" scribbled on it. This was turned up by a member of the Administration Building janitorial staff. He claims it was buried in some old papers discarded by a mysterious woman who is rumoured to have at one time served as secretary to the report's authors. The *McGill Reporter* has learned that such a woman had been seen around the fifth and sixth floors of the Administration Building at times, but efforts to get in touch with her have thus far proven futile.

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THE CONTROVERSIAL GENERAL J. N. CHAUDHURI

An interview



Reporter: What we have found is that a lot of people would like to know precisely what you are doing. So what exactly will your research involve?

Chaudhuri: Here is a letter I wrote to some ambassadors in Africa. I said, "the particular study I'm undertaking deals with the role of the armed forces in developing nations. As is already known, this role has varied from country to country. The aim of my study is to examine this role together with its negative implications. My project is not a study of the art of war. It deals with the sociological, psychological, atomic, integrational, political, and similar aspects of the military. Generally, armed forces use a substantial share of their country's budget. An examination of whether the return is adequate or inadequate, where it fits, would be of interest, not only to the so-called developing countries but also to the countries with a more advanced economy. You often find the fodder for others but do not always understand their problems." Then I go on to say that "I reiterate again that my project is not a study of the art of war; nor am I interested by any 'ism'."

What happens, you see, in your developed countries, the army, navy and the air force are taken as a fact of life. People don't particularly want to join them. They don't spend a great deal of money. There's always cutdowns. Take the Canadian forces. They are not up to strength either in equipment or personnel by

any manner of means. Certainly the British army, which I know very well, is not. Now you take an army like the Indian army. It's always up to strength. It does spend a substantial part of its country's budget—it takes 7% of the GNP which is small compared to, say, the United States. But their role, what do they do... first of all, of course, the army guards the borders. Then it deals with internal security in helping the police in the maintenance of law. But this is not all. An army like this is staffed by people from 17 different language groups and it teaches them all a common language. That's integration. It takes the Brahmin and the Untouchable, if I may use these words, and brings them together and insists that they eat together, that they denounce caste and tribal barriers. Thirdly, it teaches—it gives an education. The Indian army, for instance, gives two hours every week, every single day that it can to the men we get. If we get a non-matriculant we try and matriculate him, if we get a matriculate, we try to send him on with a degree, as a graduate. We give them engineering skills, we give them other skills and what is more, we teach them hygiene and sanitation. So that if you have an army approximately of a million and let's say the average service is 10 years—this is a volunteer, long-service army—then you will see that about 80,000 people come out each year. Every day of every year you pump back into the country better citizens.

Now in certain countries the army has taken

on a political role. Why have they done that? Who was to blame? Is there a justification? Now you get some states where the military has taken over and refuses to hand back. They have said there was no one to take over. Such is Pakistan. Nigeria is another one. You get states where the country is handed over by the politicians to the soldiers.

Thirdly, is the money that is spent on armed services obtaining an adequate return? If not, why not? The inadequate return is due to a number of reasons. One is that, for instance, in the beginning too many foreigners interfered on what decision was to be made. It has to be made by the people concerned. You have to live with the administration. If you have a foreign advisor coming in and he gives his advice you may accept it. But if you do accept it and it goes wrong, by the time you have found out it's gone wrong the chap's away. Finally, because of this great cutting of a budget, unless this thing is studied in all its aspects... you take Canada. Canada gives so much money—should they look in to see how that money is spent? And should these developing countries which get Canada's money produce something that can help themselves?

I've spent 38 years in this game. I came up the drain pipe, the developing drain pipe the whole way. I spent time in every crevice. I rounded every turn. Now I felt that my experience might be useful. Why did I come to Canada? To my mind this is one of the most non-controversial countries. It has always been using its forces for peace-keeping, etc. If I'd selected the US I would have been immediately accused of being an agent of imperialism and of the CIA. If I had stayed in India, where would I find facilities to do something like this. Travelling would have been more difficult. The university here is beautifully equipped and I thought that rather than undertake my work in an under-developed country where one would tend to be subjective, I would come here. In a developed country like Canada you are objective and where the political action of the people you would be mixing with may not be 100% unbiased, in that they may not understand the problem, but at least they could give you a fresh slant. I don't think I could ask anybody in India or Pakistan to host this work. I know exactly what answer I would get. So it would be easier to work somewhere else. So this is the reason why I came to Canada.

Incidentally, I spent 38 years service in the Indian army. I joined the Indian army because I thought it was a good thing to do. During the independence movement, I asked Mr. Gandhi, I said "what should I do? Should I continue to stay in the army or join the independence movement?" He said, "No, continue in the army because we will need and want well-trained soldiers. Particularly, when we gain independence it will be vital to have a first rate army to help keep the country going. The army will serve as an instrument of communications through the length and breadth of this vast and diverse land." Also, when India was liberated, there were no frontiers. Tibet was peaceful, and not a part of China; Burma was part of India; Pakistan didn't exist then. Then

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AN OPEN LETTER ON CHAUDHURI

by N. RAM

I am dismayed to learn that Gen. J. N. Chaudhuri has been appointed "visiting professor" at McGill "to head up a study on the role of the military in developing countries, especially in South Asia," at the McGill Centre for Developing Area Studies.

My instant reaction is: This will do great harm to McGill. (My assumption is that there is a significant section of students and teachers at McGill who want the University to avoid functioning consciously as an agent of US imperialism.) The McGill Centre for Developing Area Studies is largely financed by large US foundations, ie. Rand and Rockefeller—this is most objectionable in my eyes and, I imagine, in the eyes of the New Left and many liberals on the campus.

Chaudhuri, like most of India's retired generals, hardly counts in Indian politics. So far as I am aware—and I went through the Madras newspaper clippings carefully—Chaudhuri has not identified himself openly with either Indira Gandhi or the Syndicate. Since he owed his long stay as India's High Commissioner in Canada to the favours of the Prime Minister, and since his appointment has the warm support of the Canadian and Indian Governments, I infer that he has not come out openly against Indira Gandhi. (A journalist wrote about Chaudhuri in 1961: "Gen. Chaudhuri... is very cautious of his career and not likely to make a false move between now and the time of his expected appointment.")

Just how is General Chaudhuri regarded in India? Where does he fit in the politics of India? Chaudhuri has definitely been identified with the right-wing in India; on military matters he is what Americans would call a "hawk." He has, also, the reputation of being intensely anti-Pakistan, and not on any rational ground. (His raid on Hyderabad State and his tenure as Military Governor of the State between September 1948 and December 1949 are still remembered with terror.)

Chaudhuri was among the right-wing generals who felt that the policy of non-alignment was not doing India much good; and that India should get closer to the West. These views were not publicly expressed; that they existed is shown, in my opinion, by the fact that the left-wing in the Indian Cabinet—especially Nehru and Krishna Menon—was extraordinarily suspicious of the army men (and especially Chaudhuri) and was extraordinarily careful not to give them a voice in the making of India's defence and foreign policies. Especially on the question of getting weapons from the United States, there was a basic disagreement between Defence Ministers like Krishna Menon and the Generals. (There is some evidence of American intervention in Indian military affairs. For instance see Michael Brecher's interviews with Krishna Menon, where we find many revealing remarks on the role of the American Ambassador at New Delhi, Galbraith.)

Generals like Cariappa have, when retirement made them harmless, expressed themselves for an alignment with the United States, against the allegedly "expansionist" policies of China. A book of articles entitled *Policies Toward China from Six Continents* quotes the opinion

of Cariappa on Indian foreign policy, expressed at a time when foreign policy alternatives were being hotly debated in India. Cariappa's solution is: plan immediately for an alignment with the United States, appeal to Russia and to Asian and African nations to sympathise with India, and continue "peaceful" efforts to persuade China to vacate the "occupied" lands. Fortunately the foolishness of this solution—and the irreconcilability of the measures proposed—prevented it from being taken seriously.

My intention is not to digress from Chaudhuri. My reliable information is that he is not far from Cariappa's right-wing line, though his style has been very different from Cariappa's bumbling style. Chaudhuri's right-wing bias comes out very clearly in an important primary source, his book titled *Arms, Aims and Aspects*, published in September 1966. (This was a collection of essays he wrote anonymously for the notoriously pro-Western paper, the *Statesman*, between 1951 and 1959, while he was an Army officer; the impropriety of doing this created a minor controversy in Parliament.) Chaudhuri professes that the articles were "non-political," only a layman's guide to military matters. I will not attempt to summarise the book—you can get a political science man to analyse it for you—but here is some selective information.

Chemical weapons in the Vietnam war

On page 79 of his book, Chaudhuri has a comment on the article "The Science of War, Recent Developments in Weapons of Destruction," an article written in 1952. "On the chemical side, the trend is towards lachrymatory and nausea-creating gases. The Americans have used them openly in Vietnam and I think there is every justification for them to do so. They don't kill or cause permanent damage like grenades and mines... I see no reason why India cannot and should not develop such weapons herself." I read the passage several times, to make sure that I am not quoting it out of context. Even if you interpret the passage to mean that Chaudhuri is for the use of less destructive weapons—"lachrymatory and nausea-creating gases"—the passage shows clearly that Chaudhuri is not outraged by the American intervention in Vietnam; and in fact seems, explicitly, to justify it.

India and the Imperial Defence College

Chaudhuri, even after Indian independence, saw nothing objectionable in associating the Indian Armed Forces with the Imperial Defence College of London; and in his article, "A National Defence College for India" (*Statesman*, July 4, 1955) he is very approving of the aims of that imperialist institution. Especially note Chaudhuri's comment (page 110 of his book) on his article: "Fairly recently the IDC in London got qualms about the 'Imperial' part of the title. They wrote to several of us ex-students asking if 'Imperial' should be replaced by 'Commonwealth.' We reacted by replying that the word 'Imperial' no longer had any obnoxious meaning for us ex-colonials. In fact it had no meaning at all and for the sake of tradition IDC might continue. We added that if they wanted to give up IDC we would take it on—Indian Defence College." This passage provides an insight into Chaudhuri's attachment not

merely to what he calls 'tradition' but to an institution which even the British found unacceptable in its existing form.

Is Chaudhuri a "Hawk"?

Note his comment on page 133 of his book: "It is my firm belief that India can and should be the arsenal for Western and South-East Asia. This apart from anything else will stabilise her own defence production, bring down defence costs and earn a good deal of foreign exchange."

Chaudhuri's view of China

It is one of clear hostility, bordering on a dangerously extreme nationalism. On page 166 of his book, at the end of his article on "Chinese Defence Forces" (*Statesman*, June 10, 1957) occurs this snide remark, without any warning or preparation: "We [Chaudhuri and the Indian Military Mission to China which he led in 1957] came back with a bagful of impressions, some good and some not so good, but on two matters we were quite clear. The Chinese had a good sense of priorities; the point was on the inside, not the outside. They also knew they were superior people. All foreigners, black, white, beige, brown or yellow were inferior. There were no exceptions to this rule." This is to me one of the most objectionable elements in Chaudhuri's political thinking. After six weeks in China he came to the conclusion—he does not bother to explain why he came to the conclusion—that the Chinese had a sense of racial superiority. Is this merely hasty judgment, or did Chaudhuri swallow American racist propaganda, on the "Yellow Peril"? The whole passage disgusts me.

On the Officer Class

Chaudhuri's comment on his article, "Armies in Peace and War, Advantages and Drawbacks of Conscript and Volunteer Forces" (*Statesman*, Aug. 29, 1955): "In the so-called officer class, by which I mean the better educated middle-class group and not the aristocracy, there is in the opinion of a number of us, a requirement for selective conscription. This measure we feel will help maintain a necessary reserve of officers, build up leadership in all walks of life, introduce a good measure of discipline in the student community and make the middle classes all over India realise their responsibilities for defending the country... A country needs military officers of the best type just as it needs engineers, doctors, lawyers, administrators and businessmen of the best type." Need I comment on this? In spite of an explicit disapproval of the concept of an "aristocracy," Chaudhuri is clearly for the leadership of a benevolent elite, "the better educated middle-class group." This provides an insight into his political thinking.

"International Communism"

This is paranoid, in the worst American right-wing style: "... as a rule, guerilla forces, as distinct from regular troops, cannot be used for aggression or outside their country of origin. The exception to this rule is generally provided by the spread of international Communism, as a result of which any country may have within itself a small, active, armed revolutionary movement, striving for an anti-national aim" (page 224 of his book). While it is not clear what specific "movements... with an anti-national aim" Chaudhuri has in mind here, he certainly seems to be a Commu-

nist-baiter, who shared at least a few of the assumptions of John Foster Dulles.

I don't know Chaudhuri personally; I am not concerned with his competence as a soldier. All the information I have on his political thinking and on his careerism leads me to a very, very unfavourable perception of the man. If I were a student of the New Left—or even a sensitive liberal—at McGill, I should certainly refuse to be associated with a project involving a study of India's development, which Chaudhuri is heading.

I learn that the project will involve the preparation of a report on "the improvement of understanding and coordination of the objectives, methods and aspirations of developed and developing countries who are working together in foreign aid programmes." *In this another way of saying that the West and India should get together for defence and development?* If so, defence against whom?

I would like Chaudhuri to answer these questions unequivocally: What, in his opinion, is the main threat—military or political—to India's development? Is it "foreign aid" from

the West, or is it "International Communism"? And what would he like to do about this threat? Would he like India to abandon its "non-alignment"?

I have no doubt that the Americans who are financing the McGill Centre for Developing Areas Studies know very well what Chaudhuri stands for: a narrow and naïve anti-Communism, a hawkish approach to India's defence, vis-a-vis China. For what it's worth, let me express my solidarity with the opposition to Chaudhuri's appointment.

INSTRUCTIONAL OBJECTIVES-EFFECTIVE?

An experiment in Biology E10

CENTRE FOR LEARNING AND DEVELOPMENT

Student: What exactly do we have to know for this section? What were we supposed to get out of Chapter 2? Is it the . . .

Students are constantly asking instructors to tell them exactly what they are "responsible for" in any given course. Many instructors prefer to leave such explicit details somewhat vague, because they feel that students will learn better if they are required to organize and integrate the material themselves. However, some instructors are experimenting with a different technique involving the use of written, detailed course of objectives described *explicitly* and in *behavioral* terms. In addition to aiding the instructor in his teaching and evaluation of student progress, this technique is designed to provide each student with a set of objectives which will tell him exactly what he should be able to do after completing the course. (A rationale for stating instructional objectives can be found in CLD's December Newsletter entitled "Towards Meaningful Instructional Objectives.")

The first student experiment funded by the \$100,000 Educational Development Fund deals with this question of specific instructional objectives. Paul Hovey, John Moore, and Ray Vocisano, all graduate students, are doing an experiment in the Biology E10 laboratories on the effectiveness of providing objectives for every lab period. Each student in the experimental section receives the objectives for every lab one week in advance of the exercise. These detail the behaviors each student should exhibit before doing the exercise as well as after having completed it. Below are listed three example objectives from one of the exercises.

1. The student must be able to contrast in writing the type of symmetry found in Coelenterates and that found in Crustacea.

2. The student must be able to *name* the oxygen carrying pigment in the blood of Arthropods and *list* one feature by which it is distinguishable from hemoglobin.

3. The student must be able to *identify* in a live crayfish and be able to label on the enclosed diagram the six major organ systems of the crayfish (Digestive, Respiratory, Circulatory, Reproductive, Nervous, and Excretory).

One group of students in the experiment is required to take a pre-test before each lab to measure whether each student has satisfied the requirements for beginning the lab as outlined in the objectives. Any student who does not score at the 80% level or better is required to take a short remedial session before doing the exercise to insure his preparation. All students take a short post-test at the end of the lab which gives them feedback on how well they completed the objectives for that day.

Evaluation of the experiment will be done by comparing the post-test scores and lab examination results of the various groups. Another measure used will be a comparison of student satisfaction ratings with the laboratory before and after the experiment. The appropriate control groups have been set up so that it will be possible to determine individually the effects of objectives, remedial session, and post-tests on student performance.

The experiment has just begun and no concrete data are yet available. The informal students reactions so far seem to be favourable. Mrs. Shirley Cahn, the senior demonstrator, is

optimistic about the outcome of the project. She feels that instructional objectives are a good approach, especially for the kind of factual material that the students are required to learn in the laboratories. She would, however, like to see the lab exercises somewhat more oriented to experimental objectives, which would require the student to do more investigative and exploratory work.

Course design projects using instructional objectives have been very successful in a few elementary schools in the United States as well as in some high school and university courses. It is evident, however, that much more research is needed in this area, especially in higher education. Professors, after becoming familiar with the technique, often remark that specifying explicit course objectives is not difficult and very useful when dealing with highly factual material, as for example, in Physics or Zoology. The usefulness of this strategy in the humanities and social sciences is sometimes disputed, although very little research has been done on the use of objectives in this area. Their potential, as a general strategy for course design is undoubtedly great, but the final test of their effectiveness depends on the individual instructor's willingness and ability to generate specific behavioral objectives and use them in his particular discipline. This task is not easy, and thus it remains to be seen whether instructional objectives will be accepted as a viable approach to course design.

—John Moore

THE FACULTY OF MANAGEMENT

by JOHN SAMPSON

With but a scant year and a half under its academic belt, McGill's Faculty of Management could scarcely be expected to produce any high voltage results, not now nor in the immediate future. In point of fact, some time should elapse before the alumni of its graduate business school will ring any chimes in the market place. But what has given cause for excitement is the school's "scientifically" geared approach

toward finding a panacea for the administrative and managerial ills of Canadian business—curiously enough, an approximation that has already alarmed the contrivers of the country's eighteen or so other commerce programs into cocking yet another ear.

The study and application of managerial sciences throughout North America is anything but new. Yet, their relative importance to a

burgeoning Canadian economy is something else. By the same token, their introduction by McGill as an over-all course of study is an exercise in oneupmanship. The program's founder, Professor Donald Armstrong, is amply convinced that (a) business management is no longer an art but rather a fixed science, much in the same way that are law, medicine, or engineering, and (b) that as such, management

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Management/from page 5

should be taken into the laboratory. What are managerial sciences? Basically they're an "economic weapons system" designed to assist in management with fast, accurate, conclusive decisions long after even common sense has failed.

"Management today," explains Armstrong, "has a whole new set of supporting sciences. Few companies can now operate without the assistance of highly trained, technically orientated specialists. The technology of today's business world demands a systematized insight into its every facet. That's why we at McGill have taken the matter of sound and proper management into the practical sphere of computers, operations research, statistics, mathematics—in short, into just about every conceivable area wherein we can do the sensible thing for management along intellectual lines."

Armstrong believes that because the manager of the future will play on a different ball team, so too will business play in a larger ball park. The corporation, he feels, will one day perhaps be a central management actually exploiting a massive computer complex. The complex will store every item of data about the competition, transportation, markets, research, personnel, finance, inventory, and pricing at every manufacturing and distributing centre. "The old Case Method (analysis of actual predicament), is totally obsolete," said Armstrong. "Does human organization have to be studied? Can wild and inaccurate generalizations be made

when the intricate problems of management demand concise, positive conclusions? We must recognize the fact that a study of the managerial sciences is the only answer if we are to make a significant contribution toward the future growth and development of Canadian business." Dr. David B. Hertz, President of the American Institute of Management Sciences has still more to say on the matter: "The odds for success and survival in today's business world lie with the manager who puts the management sciences to work for him and his company—simply because this man will make the right decisions more often than his intuitive competitor. In the long run, this edge will decide the winner in the business race."

On June 1, 1968, the Faculty of Management at McGill came into being. It was the result of combining the old school of commerce (est. 1907) with the graduate business school. Until recently it was without the primacy of a Dean. The chair has now been assumed by McGill's retiring Chancellor, Dr. Howard Ross. Like Armstrong, he is a man who believes that managerial progress is made when one learns to distrust many of the heretofore "common-sense" aspects of decision making. "Of course one can learn from experience," explained Dr. Ross, "but only to the extent that one is not likely to make the same mistake again. Business, however, is something else. The ever-recurring, totally new, and infinitely complex problems of management today will not allow

us to make decisions on the basis of what has happened in the past. That's why here at McGill we're going to train administrators and not just managers. There's a difference, you know. The manager is someone who deals largely with unknowns instead of knowns. He knows little if anything of the science of management. He is perhaps what you might call the solver of unprogrammed problems. As a result, the cost in time, money, accuracy, and outright contribution can be unfathomable."

Question: can a young, eager, resourceful, "scientifically" programmed McGill MBA find his niche in tomorrow's market place? Estimates predict that in the decade of the 1970s, North American business will require from 150,000 to 200,000 new executives each year. And not only will these executives be in demand, but they will, by necessity, have the training and expertise to fully cope with the involved character that is part and parcel of contemporary business—changes, incidentally, which have been brought about by technology and the increasing awareness of managerial sciences and their invaluable contribution toward increased productivity.

As the Dean of Business Administration at one Canadian "Case Method" school observed, "I hope that you people at McGill are training good men, because some day our men might want to hire them." For some reason, not everybody's getting the message.

by SILVA KOHN

PROFILE: PHILOSOPHY DEPARTMENT

When a philosophy department fails to develop in accordance with the possibilities and necessities of the modern world, it fails as a philosophy department. Several years ago, an influx of new philosophers caused every aspect of the department at McGill to be rethought. Philosophy 200, the Honours program, the graduate program, were recreated.

Introduction to Philosophy

Three years ago, Philosophy 200 was an introductory course dictated in remote and uncommunicative lectures and reiterated in conferences. As a SGWU professor once put it, it seemed as though the object was to get what was in the professor's notebook into the students' notebooks without it going through the heads of either of them.

The students and teachers of the department realized that this was not philosophy (or chemistry, or psychology, or political theory, or English). Bruce Garside co-ordinated the criticisms and suggestions. In September 1968 an experimental introductory course was available for first and second year students. A restricted budget stopped third and fourth year students from taking the course.

The new course carved fourteen classes of twenty-five students out of a lecture hall conglomeration of 350. Each class was introduced to four different teachers and to four important developments in Western philosophy. They read and discussed Plato, Descartes, Hume, and Contemporary Philosophy. The essence of an introductory course had been recognized and given life.

Sensitive to complaints about a lack of cohesiveness, the course was restructured, and the

course content was slightly changed. This year, the quarters of the course are dealing with questions like: What can we know? What should we do? What may we hope for? What is man?

The course design is successful. It was initiated to fulfill needs and it continues to be formulated by them.

Lectures and Examinations

There is a consensus that Ethics 305 lectures are not only interesting but *morally agonizing*. No one wants such lectures to be discontinued. Throughout the department, however, formal lectures have been de-emphasized. Most professors feel that what they must prepare as lectures, they can prepare better as papers. Here they can present their insights and arguments without the pressure of the moment and students can consider the ideas at leisure, and come to class not only to absorb, but to contribute.

Still aiming to fill the abyss between the university and the modern world, the students and teachers of the philosophy department have almost entirely discontinued the formal exam process. In today's world of information storage it is not necessary for a man to walk into a room, on a specified date, with no books and no notes, and write down all he remembers on a given subject. A student's evaluation can no longer depend on a misunderstood exam question. Creativity and learning have been regenerated in the classroom.

Honours and Graduate Programs

Third and fourth year honours students take a tutorial course from a member of the staff.

The tutor is mainly a resource person. He suggests readings for the development and expansion of the student's knowledge of philosophy and he helps the student perfect his ability to express himself philosophically.

Graduate students must present comprehensive papers on metaphysics and epistemology, ethics, and the history of philosophy. Also, they must at some time take "an approved course in logic." The work of each graduate student is supervised by a three man committee, and later by his dissertation supervisor.

A lot has been said around this university about the "lack of communication between teachers and students." This is a euphemistic way of criticising the lack of mutual respect. Only with mutual respect can classes be communal learning experiences. Fortunately, few professors in the philosophy department choose to demand respect instead of earning it. Class members learn and question, and teach, responsibly.

The Philosophy Department has crawled under administrative red tape and made it possible for qualified students to take courses at Université de Montréal for credit at McGill. It is hoped that this relationship will be strengthened in the near future.

Students feel that the department is still handicapped. Graduate students complain that there is rarely more than one specialist in a given field. Other members of the department complain that there are gaping holes in the curriculum: no Eastern philosophy and no political philosophy is taught.

Although students are encouraged to take courses in other departments, these courses are

chosen to widen the student's philosophical background, rather than to make him capable of participating effectively in the modern world. Few philosophy students know enough about how their own bodies work. Nor do they know how to express their philosophical insights through the media of the 20th century.

Many students today, like many scholars

throughout the ages, feel that philosophy is central to the essence and development of the university. Just as philosophy has always both reflected and guided contemporary civilization, so, they believe the philosophy department must be based on an understanding of the modern world—an understanding which it must impart to students. The philosophy de-

partment must endow human beings of today and tomorrow with a commitment, and an ability, to regulate the forces of the world for the general good.

Silva Kohn is an Honours Philosophy and Political Science student.

PASS-FAIL MEETING FEBRUARY 9

The Departmental Assembly of the English Department has approved a Pass-Fail system of Grading for E-10 (First Year English—CEGEP equivalent) to be instituted for the academic year 1970-71. The following details of the move were issued by the Assembly on Tuesday, January 27:

That this system requires the instructor to assess the success or failure of a student in attaining the goals of the course which will be signified by P (pass) or F (fail):

That the instructor will give to each of his students at the end of the year a personal critique of the student's work in the course which will contain the instructor's opinion of the strengths and weaknesses of the student in various areas.

Since non-participation in the course will be one of the possible reasons for failure, a report on all non-attending students must be sent to the English 10 office before non-attendance constitutes a failure.

Since, also, difficulty with written expression may constitute a reason for failure, instructors will be asked to give time to form a writing clinic to give extra help to students having difficulty with writing.

A meeting for all students and teachers in E-10 to discuss the move, which has yet to be accepted by Senate or the various faculties, will be held on February 9 at 5:00 p.m. in Leacock 132. This meeting will also discuss the question of this year's marking system. It is possible that the students of E-10 will vote that this year's system also be made Pass-Fail. For this reason it is extremely important that E-10 students attend.

The English Department is also considering the entire question of grading as it relates to all courses in English and is pledged to turn its attention to the upper-year courses.

Pass-Fail—Some Arguments

Pass-fail for next year? Perhaps, if the English Department has its way.

Pass-fail this year? The arguments are complex, and will be presented to a meeting of all E10 students at 5 p.m. Monday, February 9.

Everyone's been talking about pass-fail grading systems. Item: "We have indeed introduced a 'pass-fail' grading system in Freshman English at Case Western Reserve. So far as I know, there have been no serious difficulties with it. The students soon learn not to expect a grade and I think the instructors are happy not to have the responsibility of assigning grades, although they grade individual papers for the most part . . . One or two of our undergraduate deans would prefer to have grades as a basis for academic counseling—mid-term grades in particular—but they survive without them." (From a reply by John S. Diekhoff, Chairman, Department of English, Case West-

ern Reserve, to an inquiry by the Freshman English Grading Commission, 1969.)

Item: English E10 is the only university-wide required course.

Item: "The variety of course content, the autonomy allowed individual instructors, and the segregation of students into homogeneous groups according to discipline creates a situation in which standards vary enormously from section to section, not true of other multi-section courses. These varying standards serve to make a grade meaningless when compared (as grades are meant to be) against other sections." (From the report of the Freshman English Grading Commission, McGill University 1969.)

Item: "Be it moved that the English Department adopt a Pass/Fail system of grading for E10 (First Year English—CEGEP equivalent) to be instituted immediately and for the remainder of the academic year 1969-70." (Motion presented to the January 27 meeting of the Departmental Assembly by the Director of Freshman English. Approved for September, 1970. Tabled for implementation this term pending a meeting of all E10 students to discuss particulars of proposal and implication if adopted.)

Everyone's been talking about pass-fail grading systems. Now the English Department would like to do something about it. The E10 instructors have been heard from. The Departmental Assembly has been heard from. But the E10 students who will be affected by the change have yet to say a word.

Item: As far as it is possible to second-guess a provincial Department of Education singularly reluctant to commit itself on educational matters, the probability remains that all CEGEP and CEGEP-equivalent students will be ranked on a province-wide percentile scale for purposes of admission to university, with no priority given students in university-sponsored CEGEP equivalent programs. That means that today's F1 student is not automatically tomorrow's U1 student.

So what if you're good in English you've always been good in English, but you've had some problems with other courses, and when the province tallies up your score you've slipped below the cut-off point for university admission, and that "P" from freshman English can't yank up your "58"s? But what if you're an engineer, doing well in a difficult program, and the artsy-fartsies think you're dumb because you don't like Dylan Thomas, but you know damn well that they could never pass Calculus, and you're trying, you really are, to write good papers and to talk up in class, but the pressure to get a "65" in English (required) is hurting your work in your other courses? Or what if you've been working hard all year for an "A" in English, and you have an "A" average on

your papers and tests so far, but all of a sudden someone is suggesting that you shouldn't get that "A," that you should get what everyone else will get if they fulfill basic requirements?

If you had know, would you have done "A" work? Or does pass-fail simply mean that you stop writing your English essays in chem lab, and start writing up your labs in English? Those of us who have been talking about pass-fail in the English Department can only guess.

Item: "The grading system encourages intellectual dishonesty and bad faith on the part of students. By threatening the student with a ruined grade point average if his ideas fail to impress the teacher it encourages plagiarism (overt and tangential) from orthodox critical sources." (From the report of the Freshman English Grading Commission.)

Item: English E10 has been operating on the traditional grading system since September.

Item: No one knows the difference between a "68" and a "72."

Question: How do you define competence in a freshman English course?

Everyone's been talking about pass-fail grading systems. In the English Department, we've been talking about it for over a year now. Now someone decided to ask the present E10 students how they feel about pass-fail for next year. And for this year. I suspect that for 1969-70, it's February 9 or never.

Elaine Bander

M.A. Student, Department of English

Advocates of Pass-Fail

The members of the English 100 grading commission, 1969 (Chairman Joe Magnet), submit that the present numerical marking system is ineffective and unjust. We base this assertion on the following reasons:

1. English 100 is the only university-wide compulsory course. There are large numbers of students required to take this course against their wishes. In our samplings many students object to being graded for a course distinguished in this fashion.
2. Our present grading system limits, almost in principle, the potential amount of productive intellectual activity which our courses can generate. The system encourages intellectual dishonesty and bad faith on the part of students. By threatening the student with a ruined grade-point average if his ideas fail to impress the teacher it encourages plagiarism (overt and tangential) from orthodox critical sources.
3. The distance established between teacher and student is an authoritarian one, one which inhibits honest and open appraisal of the literature the class is obliged to read. The student is liable to become a disciple of the instructor; repetition of ideas said in class by the instructor appear to be the aim engendered by the grading system as it is now constituted.

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4. The grading system encourages an intellectual laziness on the part of the instructor. Brandishing the grade book replaces presentation of a provocative and relevant class as a source of motivation for the student to participate in the class work and discussions.

5. The variety of course content, the autonomy allowed individual instructors, and the segregation of students into homogenous groups according to discipline creates a situation in which standards vary enormously from section to section, not true of other multi-section courses. These varying standards serve to make a grade meaningless when compared (as grades are meant to be) against other sections. Grades are an inaccurate indicator of student performance in this cross-section sense.

We therefore propose:

1. The abolition of numerical grades.
2. The institution of a grading system in which the only grades will be P (pass) or F (fail).
3. A P grade will count as full credit points toward a degree but will not be averaged in the students cumulative average.
4. An F grade will not count as degree credits and will not be averaged in the cumulative average.
5. Scholarships will be awarded on the basis of the student's average which will now not have an item from English 100.
6. Midterm issues will be either P or F.
7. Eligibility for honors will be at the discretion of the instructor based on conference with the student, and will be indicated by an H

placed on the students record card kept on file in the English 100 office.

8. That this proposal in no way affects the dynamics of the course as it is now constituted. Tests (if given) and papers may be graded in any fashion chosen by the instructor which he feels best suited to his purposes. The responsibility for determination of a method to maintain an awareness of the students progress throughout the term lies with the instructor. The commission would suggest frequent consultation with the student based on a written student evaluation of his own work as an effective and productive means of accomplishing this.

SENATE REPORT

Senate Slow, Boring but Rises to New Heights

by HARVEY MAYNE

Senate's meeting on Wednesday, 28 January was a study in contrasts. The first half of the meeting was conducted in a manner which has become typical—slow, boring, full of irrelevancies, and generally a waste of valuable time. After recess, the mood changed completely. The Annette S. Hill Memorial Bursary Fund debate was the best ever since Senate began its deliberations in September. Although some sharp and insulting comments were exchanged, the tone of the debate was clearly reasonable and well-intended.

However, the decision in the end to dump the whole question on the lap of the University Scholarships Committee was a disappointment. On the basis of its own moral views and of information provided to it, Senate might easily have come to a conclusion. It may be an easy way out in the short run, but the problem will not go away. First, there are no guarantees that a compromise can be reached with either the Executors or the heirs of the Hill Estate to remove the controversial Protestant-only clause in the conditions for the bursary. Secondly, by sending the question to the USC, Senate postponed a decision which might finally have set a precedent for future acceptance of endowments.

That decision will have to be made very soon, if only to ensure that charges of discrimination in the university are unfounded.

Steering Committee Report

Senate spent eight minutes discussing changes to be made in the minutes of the meeting 14 January 1970. Vice-Dean Hirschfeld stressed that it must be recorded officially that the establishment of a CEGEP-equivalent program at Macdonald College was dependent upon financial support from the Québec government, and did not "bind the university up for retention or expansion of such schemes."

Mr. Shapiro said that he thought "it might be a nice idea" for students to participate in statutory committees which choose faculty to fill vacant Chairs in the various disciplines. He then gave notice of such a motion for a future meeting.

Faculty of Medicine Convocation

Senate delegated the Principal to confirm the degree of M.D., C.M. for the Convocation to be held in June, 1970. The Faculty of Medicine does not have enough time to present names of graduates to Senate this year. Mr. Shapiro

asked what would happen "if the medical students strike in favour of interns, and the government puts pressure on McGill to penalize the strikes." The question was felt to be too hypothetical to be answered at the moment.

Motion on Retirements

Senate referred the following resolution by Mr. Grey to the Sitting Committee on Retirements "for consideration in the first instance":

I move that the Senate recommend to the Board of Governors:

1. the abolition of compulsory retirement.
2. (If No. 1 is not passed.) The abolition of the categorical prohibition of the extension of the working period beyond the age of seventy.

My reasons are as follows:

These provisions are inhumane. Many people produce some of their best work at a very advanced age (e.g., notably Sophocles, Verdi, T. Mann). They should not be hindered by an arbitrary rule.

These provisions are a reflection of the insane "youth" fixation of our times (in politics, business, etc.). More ominously, they are a very ominous manifestation of the general struggle for jobs, and in particular of the often subconscious desire of the very numerous and ambitious class of young men to push out those who hold them without regard to ethics and justice. (These men, of course, do not plan 30 years in advance.)

These rules are a very real and unacceptable infringement on individual freedom, an infringement much more serious than for example, an isolated abridgement of freedom of speech.

Senate then received as information a letter from Professor Robson, Chairman for the Senate Committee on External University Policies and relations. The Principal pointed out that the letter was a discreet way of telling Senate that matters to do with External University affairs should be discussed at the committee level first, rather than by Senate.

Adoption of the Agenda

Mr. Shapiro moved that item IIIId on the agenda (Report of the University Scholarships Committee) be made item IIIa and that all other items be downgraded. He said that the USC was "twiddling its thumbs" waiting for its Report to be considered by Senate. Vice-

Principal Oliver pointed out the urgency of dealing with Item IIIc first (63rd Report of the Academic Policy Committee: on the Mineral Exploration Research Institute). Items IIIa and IIIb could also be dealt with very quickly as they were routine matters. Mr. Shapiro's motion was defeated 12-10.

Mr. Shapiro's next motion was that Item IIId be made Item IIIc. This was greeted by howls and other expressions of derision on the part of Senators.

Vice-Dean Gordon moved to defer Item IIb (Motion re McGill-Queen's University Press) until past four o'clock when he could be present. Senate agreed to this. Mr. Shapiro then smilingly withdrew his amendment. Senate voted again to approve deferral of Item IIb. Senate then adopted the agenda.

Dr. Bates asked that his motion be tabled until a committee studying the whole situation sends in its report. This was agreed to unanimously. Senate then voted for the third time on whether to defer Item IIb to past four o'clock. This time Senate certainly did not act whimsically and approved the deferral.

Report of Committee on Sessional Dates

The Registrar, as Chairman of the Committee on Sessional Dates, presented the list of dates for the coming academic year. Two balanced terms of 13 weeks were planned with the elimination of one week of class tests before Christmas and the extension of the post-Christmas examination period from 5½ to 8½ weeks.

Mr. Grey said he was disappointed that students in most Faculties would only have three days to study before the final exams began. "The staff just doesn't know the amount of cramming that has to be done," he said. He then moved an amendment that would have extended the study period for another six days. The Registrar pointed out that the dates he presented had been arrived at "in the wisdom of the faculties." The Vice-Principal (Academic) added that "we can't juggle around with dates. The argument of Mr. Grey could be solved by the student studying. To provide an extra week for 'study period' really raises the nature of university education. Mr. Grey's wishes could be achieved in other ways." One of the ways suggested was that individual lecturers individually terminate their lectures be-

fore the last schedule day, the Grey amendment was then defeated 19 to 8.

Mr. Shapiro thereupon moved to send the report back to the Committee to consider instituting a special study week in the middle of the second semester. The Registrar pointed out that such a study week would offset the balance of 13 weeks each semester. Vice-Dean Trentman said that at other universities such as a "slack week" had merely provided students with a prolonged ski weekend. Mr. Hartmann said he considered the study week "a waste." Dean Stansbury inadvertently suggested it was time to pass the *agenda* to which many Senators laughed heartily. "You haven't missed much," philosophized Professor Yaffe. The Dean had meant to refer to the *schedule* of dates. Finally, Mr. Shapiro's amendment was defeated with six votes in favor. Mr. Grey seconded by Mr. Shapiro then moved that the Committee be asked to meet again to discuss the problems brought up in Senate.

Dr. Bates suggested that the Committee consult with the Arts and Science Curriculum Review Commission since one of the more serious problems in that Faculty was that teaching times had become "congested" and students needed more time to study.

Vice-Principal Dion pointed out that the Faculty of Agriculture had solved the problem of a study week by freeing a full week at the end of the second term. Commented Professor Yaffe, "That's fine for sowing seeds of harvest." The Grey amendment was passed, while the motion as amended was carried with three dissenting votes.

Report of the Nominating Committee

Mr. Shapiro asked that the name of Marlene Dixon be added to the list of members of the Committee on the Discrimination as to Sex in the University. Dean D'Ombra said that in the opinion of the Nominating Committee, Mrs. Dixon's name had a low priority because she had not a great knowledge of McGill. She would, however, be invited to speak before the Committee.

Vice-President Shapiro then moved that Marlene Dixon be named the seventh representative of Senate on the Sex Committee.

The amendment was then defeated 24 to 15. The main motion then carried with 5 dissenters, including every female voting member.

McGill-Queen's University Press

Mr. Shapiro presented his motion to amend the Statutes to provide for negotiations with Queen's University for the purpose of placing one student from each university on the committee. His motion opened up the whole question of the policy of the Press. Vice-Dean Gordon said that there was very little a student might do on the Editorial Board. The Board does not assess manuscripts, but "we go out and try to drum them up."

Professor Vogel said he hoped that in the near future, the committee would extend its activities to include publications that would be of interest to a wider reading public. Meanwhile, Professor Lloyd said he saw "no reason why a well-qualified student could not be on the Committee—not because it would be good for the Committee, but because it would be good as an education for the student." Senate then agreed that a Ph.D. student could be appointed to the committee.

Mineral Exploration Research Institute

In a not very merry mood, Senate agreed to table consideration of the 63rd Report of the Academic Policy Committee, which had been circulated to members. The MERI Report will be given top priority at the next meeting.

University Scholarships Committee

Senate agreed to by-pass items in the report where the issue of discrimination is raised. These controversial items would be sent back to the Committee which was assigned the task of establishing, in the words of Professor Yaffe, "good, sound guidelines." Senate was warned by several speakers "not to take the question of discrimination to complete absurdity." Rather, those phrases felt to be prejudicial to moral values should be questioned.

On the question of the James D. Ross Prize in Philosophy, Professor Yaffe said it would be unfortunate if the Prize were to be depleted in eleven years time because of a lack of capital to produce the minimum amount of interest needed. Dean D'Ombra suggested the example of Harvard might be followed. The prize money there is held in abeyance until enough interest is accumulated to meet the required capital. It was finally agreed to bring the matter up in the Executive Committee.

Professor W. Bruce, Chairman of the University Scholarships Committee was then invited to speak. He explained that Senate's removal earlier this year of religious clauses in application forms, makes it impossible for discrimination to occur in the future. "The Committee," he said, "decided on the following criteria of discrimination: (1) The USC should have the opportunity to review new awards and bequests; (2) Conditions for awards and bequests should not be offensive; (3) Clauses in the conditions should be preferential rather than restrictive; (4) The university should alter restrictive terms in the interest of the donor and the university."

Most members agreed that it would not be proper—some said immoral—to ask the Québec Legislature to change the conditions of the will although one or two Senators made strenuous objections.

Mr. Grey continually pointed out that there were cases where the courts had struck out discriminatory clauses in wills as offensive to public morals. Mr. Shapiro said that "we can not tolerate discrimination. Giving the money back to the heirs would be just as great an evil."

Vice-Principal (Academic) Oliver said that if the university had accepted the fund of \$800,000 one hundred years ago, the university might ask itself now whether in view of the evolution of attitudes over the past century, it could not have the will changed. But, because the university has accepted this in 1962, the only recourse would be to send the money back. A motion to this effect was moved by Vice-Principal Oliver, seconded by Chairman Yaffe.

Professor Yaffe asked Senate's permission to be vulgar. "Once upon a time," he said, "there was a man and a woman. The man asked her to sleep with him for \$10,000. The woman said yes. Later on, he asked her to sleep with him for \$100. She replied, 'What do you think I am—a prostitute?!' Said the man, 'That we've already established'."

"Mr. Chairman," continued Dr. Yaffe, "if the award had been \$20,000, we would surely have sent it back. The university is now in a similar situation as that woman in the story I've recounted. We have the chance now to take a strong moral position. Too long have we been on the receiving end of students who claim a monopoly on morality." Some members expressed their concern about students who would be deprived of their means of support if the bursary was returned. Professor Bindra said he did not find the Protestant-only clause an offense. "There is a difference between preference and exclusion," he said. Professor Solin

described how, in the stormy debate of 1962, the sum of \$80,000 involved in the Hill Bursary Fund was dangled before Senate. "One Senator had the nauseating gall at that time to say that \$800,000 would buy a lot of conscience."

Professor Henry said a compromise might be reached which would "salve our own conscience and help us to keep the money." Extensive advertising for disadvantaged students like blacks might be attempted," she said. The Principal commented that Senator Henry had a good point. Professor Vogel suggested a way out might be found by formulating a "global policy" for university funds. If a certain religious category of students was offered one amount, money could be taken from General Funds to compensate for the other students. To this, Professor Yaffe angrily commented, "In other words, if we're rich, we can afford to discriminate." Vice-Principal (Academic) Oliver pointed out that in Ontario and Nova Scotia (where the Bursary was offered) there was a large number of disadvantaged people like Acadians, Indians, French and Italian people, whose religion is not Protestant.

Mr. Grey asked how one could decide who is a Protestant or not. "There are so many sects, that we would need Vice-Principal Frost to administer a heresy test." Mr. Shapiro said "it is disgraceful to see Senate trying to keep the Bursary." Mr. Journet suggested that "more investigation is needed with the possibility of maybe a better approach to the heirs."

At 6:55 p.m., Senate adjourned after voting to send the matter back to the USC. The parting ironic comment by Professor Yaffe to the Chairman of the USC, "Good luck, Bill. You'll need it."

REPORT ON FACULTY MEETING a three-act comedy

The Faculty of Arts and Science Meeting on Monday, 26 January 1970, was laden with humorous repartee and sarcastic rejoinder—so much so, that one wonders whether the organizers of the meeting had not intended it to be a three-act polite comedy. The opening act of this comedy could well have been the distribution of at least 45,000 printed sheets of paper to staff prior to the meeting. Since only about 115 members of the Faculty (less than 25%) showed up, we can assume that as much as 11,000 of these papers were put to good use. The other 34,000 are unaccounted for.

Two crucial reports were on the Agenda—from the Curriculum Review Commission and from the Committee on the Constitution and Structure of the Faculty of Arts and Science. The former was never dealt with, while about 15 minutes was devoted to discussion of the latter. This was the first meeting attended by 37 student members. Although "trouble" was expected (some students had formed a "caucus" headed by a Chairman), nothing really materialized. The students seemed puzzled, bored, and generally annoyed by the silly proceedings. Student participation was restricted to two or three members. Paul Wong, ex-President of the Arts and Science Undergraduate Society put on a brilliant performance. His speeches were brief, cogent, and expressed a great concern for the important issues at stake.

Staff participation was once again mainly limited to a group of nine or ten professors who

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always shine at these meetings. Most of the other educators said either little or nothing. However, they did raise their hands to vote.

New Major Programs

Dean Bell brought up the question of an inter-disciplinary committee to guide the affairs of the French Canada Studies Programme. He suggested that Programme be written with a small "p" since it only refers to the major program in the Faculty of Arts and Science, not the one offered in his Graduate Faculty. Chairman Vogel commented, "Surely Dean Bell means it should be written French Canada Studies *programme Programme*."

Report of the Board of Studies

One of the items in this report included an experimental course entitled Seminar on Experimental Education (Special Studies 211), which, among other tasks, will assess the work of the 1969 Experimental Summer College. Vice-Dean Hirschfeld asked whether the Board of Studies would care to recommend a course to assess the assessing course this year.

Faculty Library Committee

Faculty was asked to approve the following: "The Faculty reaffirms the necessity of having its own Arts and Science Library Committee, and this Committee should be allowed to include members from other Faculties, who are habitual users, and the Library Staff, and it should be permitted to function as a sub-committee of the University Libraries Committee."

Chairman Yaffe asked that the motion should contain a more appropriate term than "habitual users." Professor Malloch suggested "resolute users." Mr. Wong protested, "I fail to see the purpose of the amendment since the Library tells us we're supposed to turn on with books." The motion was then amended by specifying the actual members of the Library Staff to sit on the Committee. Professor Yaffe warned that too many cooks on the Committee might spoil the book broth. "The Committee," he said, "has in the past been very active, mainly because it has been so small. It should act as a prod and so shouldn't be overloaded with members." Faculty approved the amended question unanimously.

Ad Hoc Committee on Faculty Procedures

Dean Stansbury presented this report which had been issued last spring. He asked that four recommendations of this nine-page report be adopted as interim measures.

Some members expressed concern about the implications of the interim recommendations.

An amendment to the Report, proposed by Paul Wong, was finally passed. It stipulated that all items remaining on the agenda of one meeting would automatically be placed on top of the agenda at the next meeting.

Faculty Nominating Committee

Faculty approved a suggestion by the Nominating Committee that the Examinations Board be abolished. The Board seldom meets, and the administration of existing exam policies no longer has to be conducted by a Standing Committee.

Structure of Arts and Science at McGill

Professor Stearn, Chairman of the Committee on the Structure and Constitution of the Faculty of Arts and Science presented the report of his committee. The main recommendations briefly are:

A Council of Arts and Science of about 100 members be elected from the staff of departments and students to discuss the general form of undergraduate university programmes in Arts and Science, to approve and

be responsible for multidisciplinary and interdisciplinary programmes, problem oriented courses, and the students registered in them, award degrees in these programmes, and to provide liaison with other undergraduate faculties and the Graduate Faculty in such programmes.

The Council be presided over by a Provost with rank equivalent to a dean whose function would be to foster and administer the budgets of interdisciplinary programmes, and have influence over the budgets of the faculties.

An Interdisciplinary Studies Board be formed as a committee of the Council of Arts and Science, to consist of directors of interdisciplinary programmes, and to provide guidance on the establishment and administration of such programmes.

Three faculties—Arts, Physical Sciences and Biological Sciences—be formed each to be headed by a dean, to award B.A. or B.Sc. degrees and to function much like present faculties except in matters that affect more than one of the three faculties which must pass through the Council.

Each Faculty choose whether they will be elective or not, and each department be free to choose to which faculty they wish to adhere (but it must be one of the three) with the provision that members of departments be free to sit on whichever faculty they prefer.

Dr. Stearn explained that the impetus for his committee derived from a Science Structure Report drawn up by a Committee headed by Dean Bell. The Stearn Committee, which was composed of representatives from all divisions of the Faculty and student representatives from the ASUS and Graduate Society, met once a week last term. "We did a great deal in the consideration of the matter," said Dr. Bell. "A broad spectrum of views was expressed. We realized that there had to be a compromise. We further realized that the people in the extremes won't be in favor. If there are those of you who are in favor of a deeper split," he pleaded, "consider that there is a large number of faculty members who want more unity. Similarly, if you are in favor of more unity, consider that there are many staff who favor an even deeper split. The only conclusion we can arrive at, therefore, is a compromise."

The Committee felt that the matter of budgets and the ability of a Dean to be closer to Departments were most important considerations.

At the request of the representatives of the Biological Sciences Division on the Committee, Science was split into two. "No one challenged this," said Dr. Stearn, "although I felt they would be better together." Discussion about academic business that affected all three faculties would be conducted in the Council of the College of Arts and Science. Otherwise, the faculties themselves could deal directly with the Senate Academic Policy Committee, so there would be no multiplicity of functions. The special post of Provost was set up to help administer inter-disciplinary programs. "It was felt," said Dr. Stearn, "that the Vice-Principal (Academic) had enough to do." After his opening remarks (5:50 p.m.), Professor Stearn then moved that the report be received for discussion.

A crucial debate then took place on when the meeting should be adjourned. Vice-Dean Hirschfeld moved that the meeting adjourn at 6:15 p.m. Mr. Wong pointed out this motion was debateable, and he wished to add his

fifteen cents' worth. "How can we consider this Report in the 25 minutes remaining?" he asked. Dean Stansbury replied, "There is no implication we will be done by that time." Vice-Dean Hirschfeld's motion was then carried.

Professor St. Pierre spoke as Chairman of the Structure Committee of the Division of Sciences. "The point in the Report which brought most debate," he said, "Was the Council suggestion which I found very vague. This proposed Council is obviously more than a communicating body. For example, it grants degrees like the present Faculty. 'The keeping of records and other administrative functions can be more efficiently done by a collection of units. We found the inter-disciplinary concept less useful. The fear of splitting is being manifest by including this in the Report.'"

Faculty then asked itself where would be the proper place to carry on a more detailed discussion of the Report. Professor Malloch suggested "there is no need to go back to Divisions for fuller discussion because most members of the Division are in the Faculty." Professor Harrod then asked whether "we couldn't get a psychiatrist to tell us if it would be possible to solve this schizophrenia by self-analysis." Professor Bindra, a psychologist, pointed out that "the problem is schizophrenic. So far as the budgetary function is concerned, a split makes sense. But, for undergraduate teaching, no greater unity is needed."

Mr. Wong forcefully pointed out that some people were calling the recommendations in the Report a "split," others not. "Split or no split?" he asked. "The Committee decided neither. We have a super-Dean [Provost] being suggested and, for sentimental reasons, a College. There have been comments that the matter should be referred to the Divisions and then on to Senate—for me, the difference between the Divisions and this place is that there are 37 students here. Since students are involved, believe it or not, in the implications of the Report, I am strongly opposed to sending it to the Divisions."

Several seconds before 6:15 p.m., Faculty approved an amendment to table the Report as notice for another meeting. A sub-amendment by Professor Ferguson that the meeting be held within 6 weeks was passed 55 to 45. At 6:16 p.m. the meeting expired.

REPORT ON BOARD OF GOVERNORS

Board elects Finlayson Chairman

At the January 26 meeting of the Board of Governors, Stuart M. Finlayson was elected Chairman. He succeeds Howard Ross who is now dean of the Faculty of Management.

Until the election of Mr. Finlayson the position of chairman has always been filled by the Chancellor. It was Dr. Ross who encouraged the idea of splitting the two functions, and he was largely responsible for pushing through the necessary amendment to the University's statutes.

The position of Chancellor is still open and several candidates are understood to be in the running. So far nobody has emerged as the most likely choice, the *Reporter* has learned.

Mr. Finlayson has long been an active participant in University affairs. He was a president of the Graduates' Society, and was elected to

the Board in 1964 as a nominee of the graduates. He is one of the governors best known to students, largely because of his keen interest in the development of Radio McGill. When Radio McGill approached the Board of Governors last fall for financial backing to expand into full-time community broadcasting, Mr. Finlayson gave strong support to the students' application. Despite strenuous opposition from faculty and administrative members such as Vice-Principals Stanley Frost and George Dion, the Board finally granted its support.

An electrical engineering graduate from McGill in 1919, Mr. Finlayson spent his entire professional life in the employ of the Canadian Marconi Company. He retired in 1969 as Marconi's Chairman and senior executive officer. A Montrealer by birth (in 1901), Mr. Finlayson has been particularly active in educational and hospital circles. He has served as a member of the board of the Children's Hospital and he was the first president of the Montreal Neurological Hospital. The new chairman is also the mayor of Hampstead.

Governors support Macdonald CEGEP

McGill's plan to establish a one-generation CEGEP to accommodate 700 students at Macdonald College this year found Governors' backing at the January 26 meeting of the Board.

The College Equivalent program, which received unanimous support from the Board, was that outlined in the following motion adopted at an earlier meeting of Senate:

That a one-generation College Equivalent Programme be established at Macdonald College to admit about 700 students in September 1970, these students to comprise some 200 in the PABS (Physical and Biological Sciences) stream and some 500 in the new Arts stream. It should be clearly recognized that this is an emergency and temporary measure designed to alleviate the shortage of post-Grade 11 places in 1970. The University itself would operate the Programme and steps should be taken immediately to recruit the necessary additional staff. One generation in this context means that no students would be admitted to the Programme in 1971.

Whether or not the Macdonald CEGEP will actually operate will depend entirely on the Quebec government's willingness to provide the necessary financial support. In urging Quebec to this course of action, the McGill governors made an impassioned plea that the government immediately issue a clear statement about its intentions concerning the establishment of additional English-language CEGEPs.

Macdonald Vice-Principal George Dion said that the Department of Education would "dearly love to have Macdonald College in its entirety for the development of a West Island CEGEP, as they have done with many Classical Colleges. We must resist this because such a fate for the College would not be keeping faith with the man who built it, Sir William Macdonald."

The College is still operating with the support of an endowment—worth between four and five million dollars—set up by Sir William.

What makes things so difficult for McGill, Dr. Dion commented, "is that we are in a poor bargaining position because we have a conscience. We are cognizant of the fact that some 3,000 new places must be created for English-speaking students to enter the collegial program next year. At the same time we have a commitment to maintain Macdonald as an agricultural institution."

Agriculture, Macdonald must survive

The Board committed itself to the preservation of the McGill Faculty of Agriculture and Macdonald College by supporting a resolution adopted earlier by Senate. This motion reads: "Senate affirms that McGill University will continue to have a Faculty of Agriculture and that it will continue to be located on the Macdonald College campus."

Education fees hiked

A recommendation from the Faculty of Education to bring its tuition fees in line with other faculties on the McGill campus was accepted by the Board. The hike is in anticipation of the Faculty's move from the Macdonald campus to McGill this autumn. It was explained that the lower education fees at Macdonald were made possible by Sir William Macdonald's endowment.

Education fees for 1970-71 will be as follows (current figures are shown in parentheses): Class I (Postgraduate) Diploma, \$500 (\$375); Class II (Final year of two-year course), \$400 (375); (New one-year post-CEGEP), \$400 (375); Years I, II, III, B.Ed., \$638 (2 yrs. at 638, 1 yr. at 400); Years I, II, III, B.Ed. (P.E.), \$658 (2 yrs. at 658, 1 yr. at 420); Years I, II, B.Ed. (H.Ec.), \$638 (400); Year III, B.Ed. (H.Ec.), \$550 (500).

FEEDBACK

FEEDBACK WELCOMES OPINION FROM ITS READERS, ON AND OFF CAMPUS. LETTERS SHOULD BE SHORT, MAXIMUM OF 500 WORDS.

The Hill Bequest

I listened on Wednesday to the debate on the Hill Bequest in Senate with very great interest, and considerable appreciation for the overall quality of the discussion. Since apparently every conceivable point was being made, and since my own mind was very unclear, I did not myself speak. But reflecting since the meeting upon what was said, I think I now have the matter in clearer focus, and wish to avail myself of the faculty afforded by your correspondence columns to share my views with the university in general, and with the Scholarships Committee (to whom the matter was referred back) in particular.

I have come to the conclusion that we are faced not with a question of morality, but with a challenge to our administrative ingenuity. As I listened to the expositions of morality and immorality and new morality, I became more and more dubious of the reality of that aspect of the discussion. Most of the "new moralities" which were offered seem to me very much like expediencies. In particular, the argument that we knew better that the testator what are the rights and wrongs involved and therefore have a moral duty to decide how the bequest should be administered, and should therefore, having accepted the money on one set of terms, proceed to administer it on entirely different ones, seems to me very specious. We took the gift in full knowledge of what the conditions were and we must stay with them.

Nor do I think that a decade later we have progressed to a new and finer rectitude whereby we should now self-righteously give the money back. In a very real sense, it is not our money to give back. We accepted the bequest on behalf of certain needy students and we shall be depriving them of essential assistance if we refuse to continue to administer it on their behalf. The quixotic gesture of renunciation

would not, as Professor Pendersen pointed out, cost a single Senator a penny, but many students now in the University, and a great many more not yet at the University (indeed not yet born, for this bequest is in perpetuity) will be deprived of very considerable help.

Also I have to say that I do not think the debate did the testator anything like justice. From time immemorial it has been considered honourable and entirely praiseworthy, that the poor boy who goes up from the country to the great city and makes a fortune, should then leave part of that fortune to assist other poor boys from the same area to get their start in life. Miss Hill stands in a tradition which founded I believe Exeter, Worcester, Balliol Colleges, to name but three Oxford examples. And it is very widespread tradition and one which is deeply embedded in the traditions of our own community. We expect the St. Andrew Society to help immigrant Scots, and the Ancient Order of Hibernians to help indigent Irishmen, and the Jewish Welfare Society to be concerned for needy Jews, and the Catholic Council of Charties to be charitable to Catholics. James McGill decided himself to devote a considerable part of his fortune to helping the English-speaking community in Montreal to obtain the educational opportunities it so badly needed; and for McGill University to suddenly decide that such bequests are immoral is surely the depth of hypocrisy. The outcome of that argument is for McGill to hand all its assets to the Provincial Government and to go out of existence as a private university altogether.

Miss Hill, then, stands in a good tradition and deserves our appreciation as much as any other donor. Nor can I refrain from commenting that if your name had been Annette Hill, and all your life people had been saying to you "Any relation to Fanny?" you too might have wished to leave your estate in such a way as to indicate unmistakably that you favoured Manly Virtue. That there is a problem for the University arises out of two considerations: that the size of the bequest is such that it might unbalance the university's intake of students by particularly favouring one kind of student from one particular area, and that we might not find a sufficient number of candidates to allow us to distribute the income. Seeing that the income, though generous, only constitutes 11% of our disposable student aid funds, and seeing that the great majority of our students come from Quebec on their own resources, or on provincial funds not controlled by the University, there really is no danger that McGill will be flooded with hordes of Protestant males of good character from the Maritimes and Ontario. Indeed at a time when the introduction of CEGEPs is cutting into our out-of-province Canadian enrolment, any help in bringing students from other Provinces to McGill is to be warmly welcomed.

But in an increasingly pluralistic society this kind of bequest is beginning to look anachronistic, and the Scholarships Committee is, therefore, set the intriguing challenge of so administering the Hill Bequest that we honestly fulfil the wishes of the testator, and at the same time use the money so as to benefit a much wider range of students that Miss Hill herself envisaged. I suggest for a beginning the following ideas:

1. That a separate Annette Hill Sub-Committee be set up to give this problem its full and careful attention.
2. That the Sub-Committee not only uses the bequest fund to subsidize needy qualified students already in the University, but sets up and

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actively advertises attractive scholarships in the geographical areas named, saying that by terms of Miss Hill's bequest only male Protestants are eligible for these awards, but pointing out that all others may apply for other McGill awards such as National Scholarships, University Scholarships, etc., and that educational bursaries are available from their own provincial authorities. The University no longer requires a candidate to state his religion, but if a student desires to volunteer that information in order to indicate his eligibility for a particular award, that information would be the business of the Annette Hill Sub-Committee only, and need not become part of the Student's University record.

3. That the Sub-Committee invites all other awarding Committees (e.g. The Graduate Fellowship Committee, the Dow-Hickson Awards Committee, etc.) to make their awards in the usual way, and then to review their choices and invite any possibly suitable person among the recipients to apply to the Hill Committee to have his award paid out of their funds. This would release McConnell, Dow-Hickson etc. funds for re-award without any limitation as to candidate, and the effect would be to increase materially the number of students assisted.

4. That Professor Henry be sent to Halifax to explore ways of using Hill funds to assist members of the Negro community there (who happen to be Protestant by tradition) to come to Quebec for their CEGEP, University and indeed post-graduate years. These funds could be used imaginatively to do great good in that community.

5. That the Sub-Committee establish two Annette Hill Post-Graduate Awards tenable by graduates of any Maritime or Ontario University, and to be awarded under the terms of the bequest, and request the Board of Governors to contribute out of unrestricted endowment income matching funds whereby two other Annette Hill Post-Graduate Awards may be made to graduates of those Universities, without the limitations as to candidate which the original bequest requires. This would be fair to Miss Hill, in that we respected her wishes, and would be generous to her, in that we named two of our own awards after her, and would also indicate the non-sectarian character of the University's own concern.

There are, I am sure, other and better ideas which the Sub-Committee will wish to consider, but even these suggestions will more than take care of the relatively small amount of income involved. Any McGill Committee which cannot spend 45 to 50,000 dollars a year deserves to be fired ignominiously, and to be replaced by one which can. The intriguing challenge which the Sub-Committee faces is how to be fair to Miss Hill, and also to do much good beyond the horizons she envisaged. That is an administrative problem which a little ingenuity and much goodwill can overcome.

S. B. Frost,
Vice-Principal,
(Professional Affairs)

Beefsteak Nazis

At the bottom of all tributes paid to democracy is the little man, walking into the little booth, making a little cross on a little bit of paper—no amount of rhetoric or voluminous discussion can possibly diminish the overwhelming importance of that point.

—Sir Winston Churchill

On two different occasions (Senate and Students' Council elections), McGill students walked into their little booths and made little crosses and voted against radicalism. Much has

been said about both the intellectual shortcomings and operative decay of the "New Left," which contains within itself a death-wish whose somber summons appears to be growing more insistent. The death-wish of the "New Left" is expressed in its preference for extinction (with its ideological purities preserved) as against adaptation or revision.

The primary cause for this left-wing paralysis arises from its assumption that it is really not an ideological persuasion, but, instead, a transcendent social world-view that stands above ideological dispute. Ready-made slogans and prefabricated, indigestible package-deals are all that its uncritical mentality can swallow and regurgitate. As a matter of fact, its protest is so perverse that if you take away from it a half-dozen four letter words its advocates would all become speechless. Our "alienated student rebel" would never think of personally helping a flesh and blood needy person. But full of the milk of human kindness, he would demonstrate in the streets for this person in the abstract. For much of the behaviour of the "New Leftist" is motivated by a compulsion for action, not serious involvement. What he is seeking is a free ride to power, without the consequences or the responsibility of thinking things through. However, this is just not good enough among adults involved in spheres of responsibility.

The "New Leftist" can be looked upon as a beefsteak nazi (brown on the outside and red on the inside). The brown exterior depicts his fascistic or nazi mentality and nature, whereas the interior represents the final goal—communism; the latter being the *raison d'être* of the former totalitarian means.

In a civilized society, a student's declaration that he rejects reason and proposes to act outside the bounds of rationality, would be taken as sufficient grounds for immediate expulsion—let alone if he proceeded to engage in mob action and physical violence on a university campus. But we are faced with moral cowardice on the part of university administrations, policies of permanent moral neutrality, of compromising and capitulating on anything, and of evading any conflict at any price.

Rule by pressure groups is merely the prelude, the social conditioning for mob rule. Once a country has accepted the obliteration of moral principles, of individual rights, of objectivity, of reason, and has submitted to the rule of legalized brute force, the elimination of the concept "legalized" does not take long to follow. Who is to resist it, and in the name of what?

The student rebellion is an eloquent demonstration of the fact that when men abandon reason, they open the door to physical force as the only alternative and the inevitable consequence. However, it is doubtless that student revolution and anarchy is on the way out, coming only as an occasional miasma from under the ground. But what is replacing it? A mawkish liberalism, the same thing, of course, that motivates the *Montreal Star*, *Time Magazine*, or the McGill Departments of Sociology and Political Science. The new student establishment has swallowed every shopworn phrase of the middle aged "liberals" who talk of dedication to "deprived people" while sipping their scotch and soda at the Reform Club or at a faculty party.

It's sad; sad that the local student activist intelligentsia can't take the moral and political equivalent of LSD. Psychedelic politics and debates we could stand, but this constant pelting of marshmallow banalities: social progress, social responsibility, rights and duties of the student as a young intellectual labourer, social involvement, social conscience, community at-

tachment—it's too, too much! Spiro Agnew is exact in stating that in any society a "malignancy" has set in when "a sense of guilt replaces a sense of purpose."

It should be our voluntary decision to financially or morally support any "humanitarian" cause. If coercion is employed, our liberties would be infringed upon (e.g. loss of the freedom of association), and we would not be much better off than under a totalitarian regime. But it is strange that those who are most avid in their opposition to the American draft and the war in Viet Nam, who oppose these things on some so-called principle, don't try to apply that principle to less grandiose matters like student organizations.

The "New Leftists," who attempt to use the university as a podium from which to overthrow society and the mawkish liberals, who distort true nineteenth century liberalism represent only a small chapter in the story of McGill University (past, present, and future). Perpetuation of a 150-year record of world acclaim and the respected symbol of McGill University must not be jeopardized nor compromised during its era of greatest expansion.

This is a miniature preview, in the microcosm of the academic world, of what is to happen to the country at large, if the present "cultural" trend remains unchallenged.

Lawrence Weiser

Mr. Weiser, a third year Arts student at McGill University, is editor-in-chief of the "McGill Weekly."

CHESS!

by CAMILLE COUDARI

Today, I would like to present a game which I won in the recent Intercollegiate Tournament. I give first because it represents my best effort against my chief rival, but chiefly because it is a game which is interesting both in positional and tactical play, and thus it will serve as a good example for our future discussions on these two aspects of chess style. I also decided to give one of my own games, because they are the ones I know best, and also because I do not feel entitled to analyze higher-level chess than my own.

The game probably decided the tournament. Mr. Day (a master from Carleton University) and I have been rivals—friendly rivals—for years, yet I had never been able to beat him before. His style is very hypermodern yet in this game he was not able to get the usual dynamic play for his pieces, and the small difference between a hypermodern and a passive position disappeared gradually, to his disadvantage.

North-American Intercollegiate Tournament, 1969

White—C. Coudari	Black—L. Day
1—e4	c6
2—d4	g6
Disdaining the Caro-Kahn, for which I do not blame him!	
3—N-c3	Bg7
4—Be3	d6
5—Be2	
Preparing the onslaught on h5 and avoiding the losses of time b5 forces after Bc4	
5—...	b5
6—a3	a6
7—Qd2	

Avoiding any committing move while developing the Queen. Psychologically, this move is almost always good, because Black has to reckon with a Queen-side castling from White and

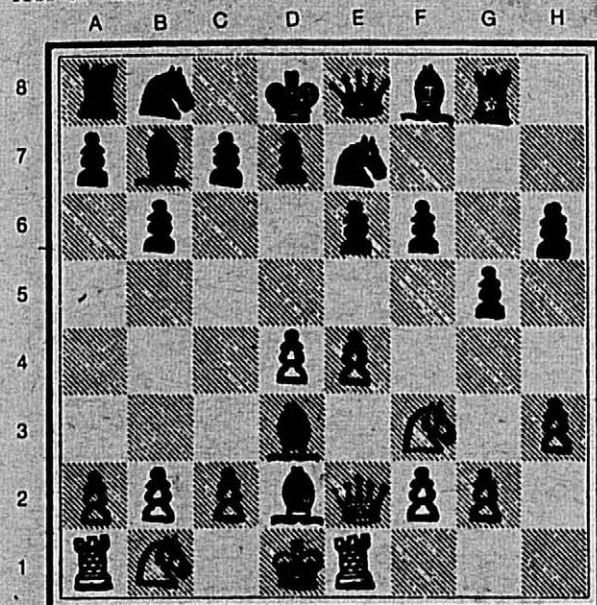
worry about the wild game which it would precipitate.

7-... N-d7
8-R-d1

Overprotecting d4, taking the Rook off the Black B diagonal, still not committing the K-side and preparing the possibility of leaving the K in the center.

8-... R-b8

A move which will turn out to be an important loss of time.



Diag. 1

Let us analyze this position. Tempo-wise, White has developed five pieces against Black's three, thus having an advantage of time and also of space in the center. Black, however, is more advanced on the Queen side. His time advantage must make White realize that in order to keep the initiative he must attack, or else this advantage will soon fade away and he will have to prepare to see his center stormed. But how to attack, since Black has no weaknesses? Create them! How?

Black has slightly weakened his K-side by pushing his g pawn. This is the only tangible commitment he has made: it is there that White must start the operations. Thus the strategy will be the following: induce Black into further weakening his K-side by pawn pushes and exploitation of the white square complex: f7, g6, h7, h5, f5.

9-h4!

Threatening h5 and hxg or h6, with greater scope for the pieces. Positionally, White is justified to play on the wings because of the stability of his center.

9-... h5

Almost forced, but dangerous. Notice how much more weakening this move is for Black than for White because Black has pushed his g pawn.

10-N-b3

More flexible than N-f3

10-... N-b6

11-b3

Forced to stop N-c4

11-... Q-c7

12-N-g5

A strong outpost! Already the consequences of h5 are visible.

12-... N-h6?

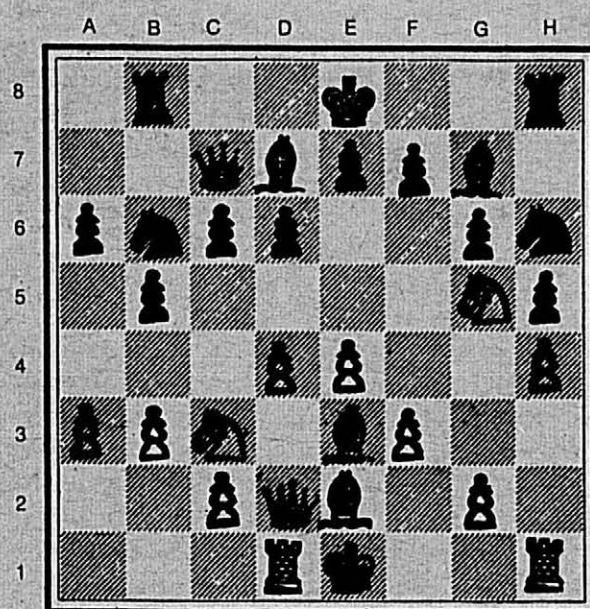
Too nonchalant! Black does not realize that his position does not allow him to continue disdaining the center: N-f6 was due. Obviously Black is following a preconceived set-up and is not willing to realize that it is not working.

13-f3

Taking the g4 outpost and paralyzing the N on h6; preparing an eventual g4 and pawn storm; overprotecting the central e4.

13-... Bd7

Already Black lacks constructive moves. He must wait.



Diag. 2

In this position, White is faced with one of the most difficult problems of chess: exploitation of positional superiority. The analysis reveals that all the white pawns are adequately placed and paralyze the enemy's pieces, that his B are on the best available spots, and so are his Q and his QR on d1. His KN on a g5 gives him the prospect of a powerful attack on the K. There remain his KR and his QN. The natural way of developing the KR would seem to be by castling. Maybe it is the best. But my style is to always strive for the speculative attack and I wanted to keep this piece for the possibility R-g1 and g4 in case Black ever castled. It was a sort of blackmail against my opponent: do not castle, or you will get crushed—a stratagem I could not develop if I castled myself. Conclusion: the KR was very well on h1.

The QN was my only problem since it was the only piece which did not accomplish anything on its present square. Now, when considering the weakness of the pawn chain f7, g6, h5 and the other idea of the g4 push (after R-g1), two possibilities came to my mind: maneuver the QN either to f4 (putting more pressure on the weak pawns) or to f2 (helping the g4 push). This second possibility was my first intention, but I later changed my mind.

Having the idea, I now had to put it into practice. The only square to get to f4 or f2 for my N was d3. So it had to go to d3. The only way to d3 was c1, and to c1, a2. Thus,

14-Na2!

threatening N-b4 and the attack on a6. White is justified in decentralizing this N because of his center, because it is only temporary, and because the position is closed. Notice how the tactical threat of N-b4, forcing Black to defend, reveals the soundness of the manoeuvre.

14-... Qc8

Protecting a6 and preparing the subsequent N manoeuvre

15-Nc1

After Nb4?, a5! 16-Nd3, a4, the game becomes much easier for Black, because of the opening of the a file and the weakness of the white a pawn (of course, if 17-b4, then Nc4).

15-... Na8

Black re-manoevres the N via c7 to e6

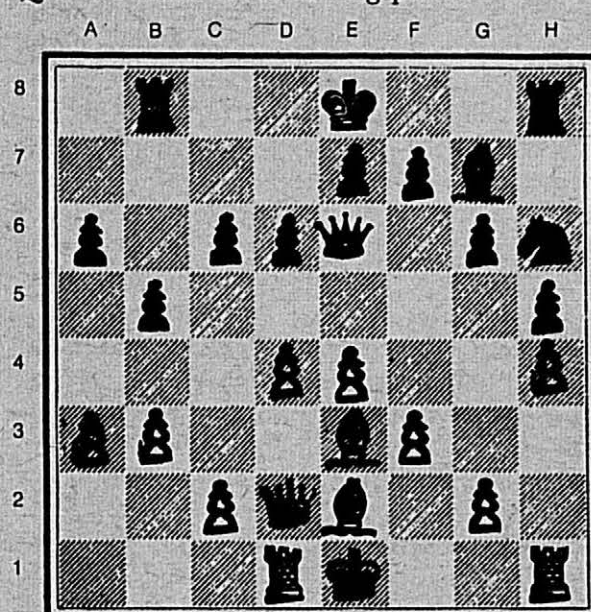
16-Nd3 Nc7

Now White has the choice between f2 and f4 for his N. I think that both moves are probably good and that it is a matter of style: Nf2 seems more cautious (since it keeps the N nearer to the K) and bold (since it prepares g4) at the same time. Nf4 is more oriented towards the center. I chose the latter mainly because it paralysed the f pawn which had to defend g6 and also because it put an additional power on e6, the intended spot of the N on c7.

16-... Nc7

17-Nf4

Now if 17-... Ne6 18-QNxN, BxN 19-NxB, QxN we reach the following position:



Diag. 3: Sub-variation of 17-... N-e6

This is the situation which should logically be reached after the N manoeuvres of both camps. Yet we can see that Black is practically lost: he still cannot castle because of his N on h6, which means a waste of two tempi (N-g8 and Nf6). Secondly, White has two Bx against B and N. After: 20-0-0, any, 21c4! the pawn storm in the center is decisive. The fact that the logical consequence of Black's play (the position in diag. 3), is bad, shows that his whole strategy was erroneous.

17-... Kf8

Black decides to march his K to h7 (after having chased the Ng5 by f6) and thus castle artificially. Under the circumstances such a move has the advantage of looking like an admittance of defeat and thus of setting a psychological trap, for the opponent is liable to get over-confident. But objectively, it is too slow and dangerous.

18-0-0 (castles)

At last White finishes his development since Black has committed his K.

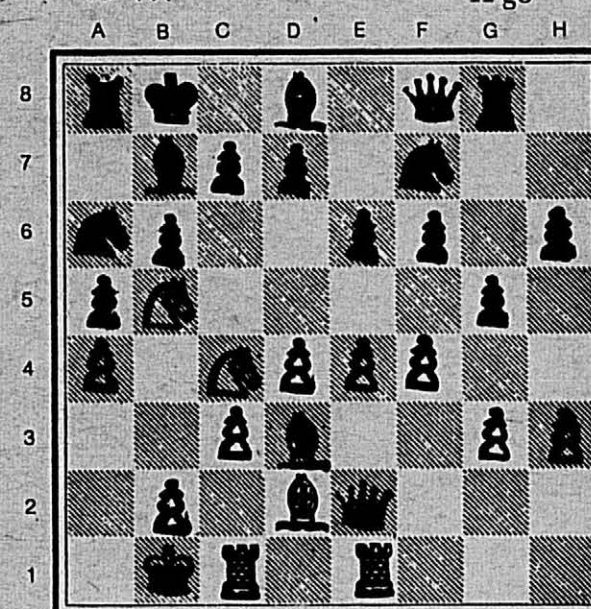
18-... Be8

To protect g6 after f6

19-c4!

Having completed his development, White must break through energetically before Black carries his plans and equalizes. The aim of this move: to open lines for the long-range pieces.

19-... K-g8



Diag. 4: Position after 20-... Kg8

This is the end of the positional struggle of the game. Undoubtedly, White has emerged the victor. But positional advantage is of no avail if one does take immediate action, i.e., attack. In the position of diag. 4, White is just as compelled to attack as Black is to defend.

We shall see, next week, the second and last act of this game, the tactical one.

No

COMING EVENTS

FEBRUARY 6 TO FEBRUARY 13

Send notices of coming events, photographs, illustrations, etc., to M. Cowen, Information Office, Administration Building, Room 633, McGill (392-5301, -5306). Deadline: Friday noon, a week before the issue in which the notice is to appear.

FRIDAY—6

BASKETBALL AND VOLLEY BALL: Women's donald at 7:00 p.m. Senior Game, McGill at Ottawa at 7:00 p.m.

BASKETBALL AND VOLLEY BALL: Women's Tournament, West Gym from 9:00 a.m. to 9:30 p.m. and east Gym from 9:00 a.m. to 7:00 p.m.

BOTANY SEMINAR: Miss Beverly Bonn, Department of Botany, McGill, talks on "Hormonal Specificity in the Control of Cellulase Activity and Cell Expansion in the Pea Epicotyl." 4:00 p.m., Room W4/12 (Botany Seminar Room) Stewart Biology Bldg.

COLLOQUIUM ON EXACT PHILOSOPHY: Mario Bunge, McGill, talks on refutability: necessary? 4:00 p.m., 2nd Floor, 3479 Peel St.

FENCING: OQAA Eastern Section Championships at U. de M. today and tomorrow.

FRIDAY NIGHT CINEMA: The McGill Film Society screens *The Blue Angel*, directed by Joseph von Sternberg (Germany 1929), with Marlene Dietrich. 6:30 and 9:00 p.m. in Leacock 132.

HOCKEY: Junior Game, U. de Québec (Montréal) at McGill at 8:00 p.m.

LECTURE sponsored by the department of Spanish Language and Literature. Dr. D. Holden, Queen's University, Department of Sociology will lecture in English on the Mexican Revolution at 5:30 p.m., Room 219, Leacock Bldg.

MCGILL FACULTY FRIDAYS: CBC Celebrity Concert Series, Janos Starker, cellist; A. Montecino, pianist in a Beethoven Concert. 8:30 p.m., Redpath Hall. Admission free.

MEETING: Humanities, Division 1. 3:30 p.m. in Leacock Council Room.

PINTER PLAY: *The Birthday Party* at the Centaur Theatre until March 1. Maurice Podbrey plays Goldberg in this first full-length play of Harold Pinter. 453 St. François Xavier Street, Old Montreal.

POETRY FOUR: SGWU Poetry Series, Sixth Reading. Frank Davey, "a member of the noted group of West Coast poets who rose to prominence in the early sixties and who is a founding editor of their important poetry newsletter, *Tish*, and later of the poetry and poetics magazine, *The Open Letter*" reads poetry at 9:00 p.m. in Room H-651, Hall Building, SGWU. Admission free.

RETROSPECTIVE OF ANIMATION CINEMA 1940-69: Montreal Museum of Fine Arts in co-operation with the National Film Board present 60 minutes of animation cinema to February 8. Information re program and times tel. 842-8091. 1379 Sherbrooke Street West.

THE RED AND WHITE REVUE '70—"NO": to February 14, 8:30 p.m., Moyse Hall. Tickets can be bought at the Union Box Office, 3480 McTavish, tel: 288-2062, or at the door anytime after 8:00 p.m.



Marlene Dietrich as the lovely but wicked Lola Lola in Joseph von Sternberg's *The Blue Angel*, the Film Society's Friday 6 flick, L132, 6:30 and 9 p.m.

THE PLUMBERS' BALL: Cocktails and reception beforehand. Dance to start at 9:30 p.m., in the Hotel Bonaventure.

TALK: Dr. Benjamin Spock will speak on dissent and social change at 8:00 p.m., in the Main Auditorium of the University of Montreal. Tickets may be obtained by mail from the Humanist Fellowship of Montreal, 4278 Dorchester Blvd., Montreal 215 and at the McGill Student Union. Advance sale \$2.00; \$2.50 at the door. *There is limited seating.*

STREETNOISE (12 midnight Friday to 6:00 a.m. Saturday, CFQR, 92.5 mcs) presents "From Under the Buckskin Curtain"—impressions, moods, and ideas of Canada's Indians as part of a teach-in sponsored by McGill Debating Union and the Intertribal Council of McGill Native Students. The teach-in will focus on the whole gamut of Indian problems in Canada within the framework of the proposed Indian policy as outlined by the Canadian government's white paper. Harold Cardinal, author of the book *The Unjust Society*, Vine Deloria who wrote *Custer Died for Your Sins*, and representatives of the Canadian Department of Indian Affairs and Northern Development are some of the featured speakers.

SATURDAY—7

BASKETBALL AND VOLLEYBALL: Women's Tournament, West Gym from 9:00 a.m. to 2:00 p.m.

CONCERT: The McGill Chamber Orchestra at the Montreal Museum of Fine Arts at 8:30 p.m., 1379 Sherbrooke St. West.

FILM: The McGill Film Society's International 35 Series shows *Belle de Jour*, directed by Luis

Bunuel (France 1966), with Catherine Deneuve. 6:00, 8:15, and 10:30 p.m. in PSCA.

HOCKEY: Senior Game, McGill at Sherbrooke at 2:00 p.m.

OPERA WORKSHOP: Faculty of Music presents opera excerpts from popular operas at 8:30 p.m. in Redpath Hall. Admission free.

WRESTLING INVITATIONAL: 2:00 to 4:30 p.m. in the BWF room.

MONDAY—9

CINEMA VERDI: Pier Paolo Pasolini's *Teorema* with Terence Stamp. February 9, 10, 11, 12 and 13. Further information call 277-4145. 5380, boul. St. Laurent.

MEETING of the Committee for the Continuing Review of University Government. 4:00 p.m., Room 608, Administration Building.

TUESDAY—10

BOOK DISCUSSION GROUP: McGill Wives will discuss Aleksandr Solzhenitsyn's book *The First Circle* at 8:30 p.m., 3463 St. Famille, Apt. 2204, tel: 288-3968.

MEETING: Faculty of Engineering at 4:00 p.m. in the Engineering Faculty Room.

MONTREAL SYMPHONY ORCHESTRA: Conductor Franz-Paul Decker presents Rudolf Firkusny, pianist, in works by Beethoven, 8:30 p.m., Salle Wilfrid Pelletier, Place des Arts.

SEMINAR COURSE IN PHYSICAL OCEANOGRAPHY (696b): R. Glombitza talks on ocean circulation around Barbados. 3:30 p.m., in Room 502, Marine Sciences Centre.

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Coming Events / from page 15

SEMINAR SERIES: Department of Zoology. Dr. Rose Johnstone, Department of Biochemistry, McGill, on cation exchange and active transport of amino acids. 4:30 p.m., Room S3/3, Stewart Biological Building.

WEDNESDAY—11

FILMS ON ART: The Montreal Museum of Fine Arts presents *Art et Légende*, 12 minutes (Français) at 12:30 p.m., in the Lecture Hall, 1379 Sherbrooke St. West. Free admission.

HISTORY 001: Professor J.T. Copp on tasks and aims of Canadian historiography, 7:00 to 8:00 p.m., Room 15, Leacock Building.

MEETING: Senate at 2:30 p.m. in the Leacock Council Room.

SEMINAR IN MECHANICS: Professor O.C. Zienkiewicz, Dean, Faculty of Applied Science, University College of Swansea talks on non-linearity in finite element systems (with special reference to soil and rock mechanics.) 4:00 p.m., Room 226, McConnell Engineering Building. All interested persons are cordially invited to attend.

THURSDAY—12

CONCERT: The Moscow Philharmonic under the conduction of Kiril Kondrashin at the Salle Wilfrid Pelletier, Place des Arts. Student tickets (\$1.00) apply in person at CCA, 1822 Sherbrooke W. (basement).

EXHIBITION: Piet Mondrian and The Hague School to March 15. Montreal Museum of Fine Arts, 1379 Sherbrooke St. West.

LECTURE: CANAIR AND BIAFRA: Speaker: The Rev. Dr. E.H. Johnson. 11:00 a.m., Divinity Hall (Common Room), 3520 University St.

MEETING: Senate Academic Policy Committee at 2:30 p.m., in Room 609, Administration Building.

POLYMER THURSDAYS: Dr. A.A. Robertson, McGill University speaks on polymer sorption on cellulose. 4:30 p.m., Room 10, Otto Maass Chemistry Building.

RESEARCH SEMINAR No. 10: Department of research in Anaesthesia will have Dr. Milan Ihnat who will talk on nuclear magnetic resonance spectroscopy of biological macromolecules. 11:00 a.m. in Room 1345, Pharmacology Demonstration Room.

FRIDAY—13

BOTANY SEMINAR: Mr. F.S. Spencer, Department of Botany, McGill speaks on the mechanism of cellulose synthesis: molecular weight changes during growth, at 4:00 p.m. in Room W4/12 (Botany Seminar Room), Stewart Biology Building.

FACULTY FRIDAY SERIES presents a recital of Leider, with Jan Simons, baritone; Charles Reiner, piano. 8:30 p.m. in Redpath Hall. Admission free.

FRIDAY NIGHT CINEMA: McGill Film Society showing *Shame* directed by Ingmar Bergman (Sweden 1968), with Liv Ullmann and Max von Sydow. 6:30 and 9:00 p.m., in Leacock 132.

LECTURE sponsored by the Department of Spanish Language and Literature on the Spanish frontier ballad, historical, literary and musical associations, by Professor Charles Jacobs of the Faculty of Music. 5:00 p.m. in Room 219, Leacock Building.

Staff ID Card changing

Starting this year, the university will be replacing the current blue staff ID card with a more up-to-date card similar to that of the students. Many members of Faculty have expressed dissatisfaction with the present out-moded system of identification at the university. The new card, available to all staff not in possession of a student card, will contain one's photograph in colour, essential information (name, department, etc.), plus an embossed area which will assist in borrowing Library books, or elsewhere where card machines are used.

Several bank managers in the campus area have reacted favourably to the idea of a new card, indicating that it will aid staff members in expediting their bank business.

The taking of photographs began in the middle of January. For ease and convenience, cameras will be located in several University buildings. All eligible staff will receive a letter providing further information on camera locations, and notices will be placed in areas around the University, advertising times and places.

There will be no charge for the original identity card provided it is obtained before April 15, 1970, or at the time of employment for new staff, or if personal information on the card changes. There will be a charge of \$5.00 to meet special costs for those who may elect not to acquire an identity card within the times specified above and who decide later to obtain one. A \$5.00 charge will also be made for the replacement of a lost card, or in the event that the identity card is not surrendered at termination of employment.

Chaudhuri / from page 3

immediately after independence was achieved, live frontiers came. You had to practically start from scratch. So I got experience in this line. To be quite truthful with you, I've no attachments. My wife died about three years ago. My two sons are earning their own living. I didn't want to sit doing nothing very much—I thought that while my brain was active and functioning, I would try and do something that would be useful and I got a great deal of encouragement. Hence, I am here.

R: In your study, what precisely are you going to do? Are you going to read books, compile useful data, define specific case studies etc?

C: First of all I'm going to study the history of the countries that I don't know as well as I should. Secondly, I want to study the biographical material. Really, I want to go through statistics. Thirdly, I want to get hold of all the studies that have already been done. I'm not the first man to do something like this. There are works available, you know. But these are all done by white men, so far, by the colonists. They are not done by the colonized, who see things from a different point of view, the worm's eye view. So, I'm going to study this problem, visit the countries concerned, try and talk to the ambassadors and say, "I want your help to meet the right people." One fortunate thing about my profession, of course, is that it is an "Old Boys" club to a certain extent, because we know each other fairly well. Even though you may be fighting each other as enemies, you communicate with one another. This background is useful. Also, we talk to people in Ghana, Nigeria or Pakistan, Indonesia. You probably don't get a real view of situations until you go and hear the inside story. This is what I'm trying to do. I'd like to say that I think that not only is it a useful study but it's something different.

Left-Out Parts / from page 2

Whether or not the document will ever see the light of day is hard to guess. The previously referred to "exceptionally reliable" sources think it doubtful. In the first place, they reason, it would be awfully embarrassing for McGill to display overt signs of creativity. The University has decided to go underground and every precaution is being taken to protect its identity. Another argument for keeping the report hidden is that the members of the study group themselves were so startled by what they had accomplished that they were actually relieved to hear of the decision to bury the results of their two-year labour.

Readers of the *McGill Reporter* may be assumed that every effort to uncover this hidden document is being taken. As new information becomes available it will be published.

Japanese Classical Theatre

For persons interested in taking part in a production of Yeats *At The Hawk's Well*, using Japanese classical techniques, there will be a showing of a colour film on Friday, 1 p.m., Leacock Bldg. Discussion of project will follow. For more details contact English Department general office.

**EDITOR**

Harry E. Thomas

ASSOCIATE EDITOR

Stuart Gilman

PRODUCTION

Helen Murphy

PHOTOGRAPHY

Chris Payne

(Unless otherwise credited)

STAFF WRITER

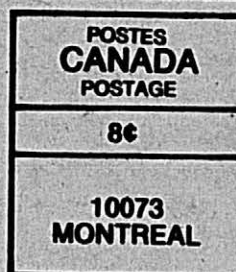
Harvey Mayne

EDITORIAL POLICY

The *McGill Reporter* has no editorial prejudice. It is open to contributions from anyone on any subject, and is responsible for presenting, concurrently or serially, a balance between points of view.

DEADLINES

Friday before the issue in which the item is to appear. FEEDBACK deadline is Monday.



Published weekly by the Information Office of McGill University, 805 Sherbrooke Street West, Montreal 110, Quebec, and distributed free of charge to faculty, students, staff (on campus), and Graduates. Off campus, 15¢. Subscription rate, \$5 per year.

INFORMATION OFFICE

Albert A. Tunis, Director; H. E. Thomas, Suzanne Côté, Margot Clark, Tom Perlmutter, Stuart Gilman, Gordon Thompson (Macdonald College), Robert Reid, Einar Vinje, Helen Murphy, and Chris Payne.

